



CERRA STAFF 2003-2004

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P. Ann Byrd

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2003-2004 CERRA Staff bottom row (L-R) - Martha Kennedy, Kathy Schwalbe, Carol Hill and Sandi Everson; second row (L-R) - Iris Williams, Virginia Ward, Pamela D. Hawkins and Shelby Wiley; third row - Jason Fulmer, Michelle Began, Kimberly Pittman and David Norton; fourth row - Rico Reed, Amanda Graham and Arthur Pinckney; top row - P. Ann Byrd and Phyllis Archie.

FROM THE DIRECTOR

"The art of progress is to preserve order amid change and to preserve change amid order."

-- Alfred North Whitehead



I included the following thoughts in the first paragraph of last year's *Annual Report*: "Although abandoning the familiar 'SCCTR' as of July 1, 2003, was not an easy transition to make, the Center's new identity already feels comfortable and fitting. 'Center for Educator Recruitment, Retention, and Advancement' reflects how the role of the Center has changed since it was first established in December of 1985 – yet our mission has remained the same: to not only recruit teachers but to also retain and support the ones we have in our profession." Having experienced our first year as "CERRA," our staff can reflect on a year of progress amid much change.

As our past year of work comes to a close and staff members reflect upon and document our efforts in this report, giving the Center a facelift in both name and location just seemed to ripple out in creative and innovative ways as we continued to improve the menu of recruitment, retention and advancement programs at CERRA. Just prior to the beginning of the 2003-2004 fiscal year, staff moved into the Stewart House on the Winthrop University campus – an absolutely beautiful building constructed in 1895. The additional facility offered our organization the opportunity to more efficiently offer trainings in the Ward House while providing much needed additional office and storage space. As I have said many times before, the support of Winthrop University has much to do with the fact that our Center remains as strong and as well-respected as it is in the State.

Our organization's one-year-old name has served as a constant reminder to think about the career of teaching from cradle to grave – that is, from ProTeam to full retirement in the Center timeline. Although our staff have spent much time explaining who "CERRA" is, most now know our new name well. And one welcome omission to our conversations with fellow educators now is explaining that we do more than recruit teachers. Yes, we also spend a lot of time and energy working on retaining them and ensuring that they have opportunities for advancement – just as our name indicates.

Those talented educators in our network are aware that the name change was not an "out with the old order, in with the new" approach to our programs. Instead, it was a call to revisit our existing programs and create ways to strengthen them to more directly achieve our mission. At the end of this first year, this report defines how we have been able to make progress amid the changes of the past year.

P. Ann Byrd

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CERRA Director, August 2004



CERRA OVERVIEW

MORE THAN 18 YEARS AFTER ITS CREATION, the nation's first teacher recruitment program has completed its first operating year as CERRA to better reflect a quest to ensure that a capable, caring and committed educator staffs every South Carolina classroom. Formerly the South Carolina Center for Teacher Recruitment (SCCTR), the Center for Educator Recruitment, Retention, and Advancement – South Carolina (CERRA), took on a new look and a new name July 1, 2003.

Established by the Commission on Higher Education in December 1985 out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, CERRA had an operating budget of \$5,404,195 for 2003-2004.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, CERRA is housed at Winthrop University, which provides financial services and fiscal accountability. The Center's financial records are audited as part of Winthrop University's auditing requirements, and all purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

CERRA reports annually to the SC Commission on Higher Education (CHE), through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

Staffed by professional educators, CERRA supports and directs a variety of innovative programs for middle school, high school and college students - designed to attract them to education careers. CERRA also focuses resources on recruiting new teachers from the ranks of individuals facing a mid-life career change, such as military retirees and downsized workers.

Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition to programs of support for National Board candidates and National Board Certified Teachers®, CERRA supports the state's teacher leaders through work with the 85 district Teachers of the Year.

CERRA is staffed by a director, three program directors, a public information coordinator, six Teachers in Residence (including the SC Teacher of the Year), a business/office manager, a teacher database manager and five administrative assistants.

TOP ACCOMPLISHMENTS IN 2003-2004

1. Completed rewrite of the Ninth Edition of *Experiencing Education*, the Teacher Cadet curriculum and re-trained Teacher Cadet instructors in using the new material
2. In collaboration with the Southeast Center of Teaching Quality and the State Department of Education's Division of Teacher Quality, helped to design and administer South Carolina's first statewide Working Conditions Survey
3. Revived the *CenterPoint*, CERRA's newsletter, and published nine issues
4. Created new initiative area – Target Recruitment – and compiled data on all 85 districts to share with personnel as CERRA targets areas of the state to take advantage of recruitment and retention services
5. Merged the Pre-Collegiate Advisory Board, the Teacher Forum Leadership Council and the Board Certification Network of SC Educators to create the CERRA Teacher Leaders Advisory Board
6. Achieved 100 percent response rate from the 85 school districts (including the Department of Juvenile Justice and the School for the Deaf and the Blind) for the Supply and Demand survey
7. In collaboration with 11 Teaching Fellows Institutions, recruited new cohort of Fellows for 04-05 and graduated first cohort of Fellows
8. Served as a conduit of information and support for one of the largest statewide groups of National Board candidates in the nation, making South Carolina's number of National Board Certified Teachers® (NBCTs) the third largest in the nation – 3,226 NBCTs®
9. In collaboration with Laine Communications, produced six brochures and accompanying booklet to promote recruitment, retention and advancement in the education profession
10. Trained more than 150 mentor teachers, district level staff members and higher education faculty representing 47 school districts and all five CERRA Regions
11. Supported College Partners who held regional college days serving 308 ProTeam students and 2,038 Teacher Cadets (546 more students compared to last year)
12. Recruited four new Teacher Cadet high school sites and re-established eight former sites; recruited five new ProTeam middle school sites

CERRA MISSION

The purpose of the Center for Educator **Recruitment, Retention, and Advancement** (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

Recruitment

Pre-Collegiate Programs: ProTeam and Teacher Cadet instructors served approximately 2,800 students in 165 schools during 2003-2004. The two pre-collegiate recruitment programs continue to be the most recognized and significant recruitment tools for the Center's work in identifying and recruiting middle and high school students in South Carolina who are potential educators.

Diversity Recruitment: The overall percentage of minority teachers in the South Carolina workforce remains at slightly more than 17 percent. Activities undertaken by the Center to increase the number of candidates entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites, expanding the ProTeam Program, providing College HelpLine information, and targeting teachers of color to apply for National Board Certification®.

Teaching Fellows: A cohort of 150 Fellows was selected from a pool of 702 applications. The Fellows Program has an almost 89% retention rate in its five years of supporting future SC teachers.

College Partners: The uniform grading policy has significantly strengthened the role of College Partners. During 2003-2004, over 94 percent of all Teacher Cadets had an opportunity to earn both honors credit and college credit as a result of the College Partnerships, an increase over the 75 percent who had the same opportunity last year.

Online Application: The online application is the initial point of contact for many candidates interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard-to-fill geographic and/or subject areas. Candidates are able to complete one application for teaching jobs in South Carolina. The applications are downloaded electronically to school district personnel administrators nightly. School districts accessed this service more than 38,000 times in 2003-2004 – an increase of 9,000 over last year.

EXPO: For the past 16 years, the Center has co-sponsored the annual teacher recruitment job fair. In 2004, over 900 teacher candidates registered from 35 states and two foreign countries. Fifty-four South Carolina school districts participated in the 2004 EXPO. Approximately 18 percent of teachers hired in South Carolina for the 2003-2004 school year came from other states. The Center's involvement with EXPO, personnel directors and other administrators makes the goal of placing teachers a strongly collaborative effort.

Retention & Advancement

Mentoring: This specialty area continues to make significant progress. CERRA conducted trainings serving more than 150 mentor teachers, district level staff members and higher education faculty representing 47 school districts and all five CERRA Regions. In addition to these trainings, CERRA is continuing its work with the Division of Teacher Quality to lead a statewide mentoring committee charged with framing recommendations to the State Superintendent of Education for a stronger program of statewide support for beginning teachers.

Web site/Communications: On July 1, 2003, the CERRA Web site was unveiled following a complete redesign. The upgrade included incorporating the use of Flash technology and the Center's newest logos. The expansion of the CERRA Web site continues to be a strong tool for attracting potential teachers to our state and remains the #1 hit on all major search engines for "teacher recruitment." In addition, CERRA worked with Laine Communications to produce brochures and posters aimed at recruiting, retaining and advancing teachers.

Supply and Demand Research: For the third consecutive year, Supply and Demand data collection was strengthened by a 100 percent response rate, with all 85 districts reporting, in addition to the

CERRA 2003: A Year in Review

As we head into 2004, we reflect on 8 high points of 2003

CERRA Name and Identity Change

It's hard to imagine how any event of 2003 could eclipse the new name change in July of 2003. We serve all educators, not just specifically teachers, so anyone

who educates is considered a part of our network. When we added the words "retention" and "advancement" to our name, we altered our mind-set and our brand

in South Carolina. We also gave credence to the mission statement that the SCCTR adopted a long time ago. We now say our mission each time we say CERRA.

100 % Return of Fall Supply and Demand Survey

85 school districts, the Department of Juvenile Justice and the SC School for the Deaf and the Blind returned the nine-page comprehensive survey conducted in the fall. The data from the survey

is used to determine the critical subject areas for the SC Teacher Loan Program and PACE and is shared with interested agencies, colleges and universities and individuals, upon request. CERRA

is the only state agency to conduct such a survey reflecting the actual supply and demand needs of districts at the classroom and administrative levels.

200 New Teaching Fellows Added for 2003-2004

The 200 new teaching fellows added for the 2003-04 academic

year brought the total number of Fellowships accepted to 703 at the

11 Teaching Fellows institutions over the past four years.

RECRUITMENT

Teacher Cadet Curriculum Revision Committee

The TC curriculum has not been revised since the 1998 edition was unveiled. The current revision is not a "tweaking" of the existing work but a re-writing and re-alignment.

The committee of eleven Cadet instructors under the direction of CERRA Teacher In Residence Virginia Ward, first re-tooled the curriculum standards and then

developed activities to address those standards. The ninth edition of Experiencing Education will be available in 2004 during training sessions for current instructors.

New Teacher Center (Santa Cruz) Mentor training

A BellSouth grant gave us the opportunity to offer this training to

100 mentors across the state. This is one of the premier programs

in the nation for the retention of beginning teachers.

RETENTION

Cognitive CoachingSM Trainer Status for Staff

In 2001, Carolee Hayes (Co-director at The Center for Cognitive CoachingSM in Colorado) trained a core group of South Carolina educators. Since then, CERRA leadership has encouraged other

groups (i.e., Teacher Specialists, Teacher Advancement Program mentor and master teachers) to receive foundation training in Cognitive CoachingSM to strengthen their mentoring skills. In 2003,

several CERRA staffers became involved as process participants and co-trainers so South Carolina could develop its own ability and capacity in the Cognitive CoachingSM method.

3,225 National Board Certified Teachers in 2003

This number continues to climb towards our State's goal of 5,000 in

2005 keeping our SC third in total number of NBCTs in the nation. We

No. 1 in the number of African-American NBCTs in the nation.

ADVANCEMENT

Formation of Teacher Leaders, Summer 2003

Blending the efforts of the Teacher Forum and the Board Certification Network of SC Educators was a turning point for the utilization

of the expertise of leaders in our State's classrooms. This one group can better meet the needs of effective leadership training for all

teachers in our CERRA network. By dovetailing goals and initiatives, our efforts are more efficient and effective.

Department of Juvenile Justice and the School for the Deaf and the Blind. In addition, the Center conducted its second Spring Survey to capture a snapshot of the most critical hiring needs and concerns for the upcoming year.

Teacher in Residence Program: CERRA identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in its programs while developing teacher leadership. During 2003-2004, six Teachers in Residence (TIRs), including the South Carolina Teacher of the Year, served in this capacity. The TIRs are primarily service brokers who offer on-site support for the full continuum of CERRA's program and services.

Teacher Leaders: The merging of the Pre-Collegiate Advisory Board, the Teacher Forum Leadership Council and the Board Certification Network of SC Educators forms the newly-created Teacher Leaders Advisory Board. This group, representing the full continuum of CERRA's programs and services, now serves as a stronger collective teacher voice for teacher leadership.

National Board Support: Collaboration established with national, regional and state offices relating to National Board support has allowed CERRA the opportunity to work with more than 5,000 candidates and National Board Certified Teachers in 2003-2004. South Carolina ranks third in the number of NBCTs and second in the number of African American NBCTs. In 2003-2004, the number of National Board Certified Teachers in our State increased from 2,358 to 3,226.

Conclusion

The work of CERRA outlined above is certainly not a comprehensive narrative of all that has been accomplished during 2003-2004. The staff's focus on key words of our new name ensures that the programs we administer help us realize the far-sighted vision of the charge of CERRA and the roles we play as an agency that supports educators through our mission to provide leadership in the recruitment, retention and advancement of well-qualified individuals for the teaching profession in our state.

RESEARCH AND ASSESSMENT

Knowing and understanding the supply and the demand factors that affect the teaching profession are important for a number of reasons, not the least of which is providing the best possible education for the citizens of our state. Other reasons include the preparation of teachers by our institutions of higher learning and the development of sound policy by the state legislature and State School Board to meet the needs of our growing and changing student population.

CERRA has been very fortunate over the past three years to have a 100 percent response rate in the extensive teacher supply and demand survey. All 85 school districts, the Department of Juvenile Justice and the South Carolina School for the Deaf and Blind completed the annual nine-page survey that is used, among other purposes, to designate the critical subject areas for both the South Carolina Teacher Loan Program and the Program of Alternative Certification for Educators (PACE).

Selected Supply and Demand Survey Results

	2003	2002	2001	2000*
Teachers Hired by Districts	4,828	5,582	6,554	6,379
Teacher Vacancies	383	335	326	458
Teachers Leaving the Districts	4,807	5,425	5,050	5,392

**Three school districts not reporting.*

With four years of consistently higher response rates, a review of these numbers is instructional. It is important to note that the data gathered during the fall of 2000 and 2001 was just prior to the significant financial challenges faced by the state during the next two years. This statistical information can especially be observed by comparing the number of teachers hired by districts in 2001 at 6,554 and just two years later in 2003 at 4,828, reflecting a greater than 26 percent decrease over 2001.

It is also important to note that these decreases not only reflect overall fewer hires by the districts due to budget cuts, but also decisions made by individuals to postpone retirement or changing careers due to the state of the economy.

Teacher Shortages

The number of teaching positions that remain unfilled as of September 30 of each year, the cutoff date for survey data collection, continues to be of great concern. With the exception of the decrease from 2000 to 2001, the number of districts reporting teacher vacancies has increased from 326 in 2001 to 383 in 2003. This almost 18 percent increase is due to a number of factors, including the increased need for special education teachers across the state, the changes brought about by the federal No Child Left Behind (NCLB) Legislation and the 50 percent reduction in waivers experienced by districts over the past two years as a result of the NCLB mandates. We will, in all likelihood, see this number increase over the next two years as the legislation demands that school districts reduce waivers to 0 percent by the beginning of the 2006-2007 academic school year.

This change will impact some school districts much more than others. Historically, school districts in the Upstate report fewer teacher shortages at the beginning of the school year than do school districts in the Pee Dee area of the state and into the Low-

country. Many of these rural school districts have difficulty attracting and keeping teachers even in less challenging times, but the inability to use waivers to fill teaching positions is going to provide a particularly difficult challenge. Several districts through this area of the state reported greater than 40 percent of their available teaching positions unfilled, and many more reported greater than 20 percent at the beginning of the 2003-2004 school year. The vacancies are not only in the traditionally difficult-to-fill positions, such as special education and mathematics, but in early childhood and elementary education as well. In CERRA's spring survey conducted in 2003, 12 percent of the districts reported elementary education/early childhood as one of the top five most difficult positions to fill. Results from the 2004 spring survey show that an even greater percentage, just under 20 percent, are having difficulty filling these positions.

Individuals/Groups requesting survey results:

- South Carolina Legislators
- South Carolina State Department of Education
- College/University Grant Writers
- Media Outlets (TV/Radio/Print)
- Other States across the US
- Educational Researchers

Data from the Fall Supply and Demand Survey and that from the Division of Teacher Quality is combined to provide a recommendation to the State Board of Education at its December meeting on the critical subject areas for the SC Teacher Loan Program and the subject areas for PACE. As in the past, the number of teaching positions vacant and those not filled by a fully certified teacher, including teachers on waivers and PACE participants, were combined to provide numerical data to support these recommendations. Little change has occurred in the subject areas on the shortage list over the past several years, with only a few areas dropping off or added to the list. Subjects such as math, special education and science are firmly entrenched on the shortage list and continue to require specific attention. Programs such as PACE and Troops to Teachers help significantly in reducing these needs, but other programs such as increased student loan forgiveness or aggregated pay scales may need to be seriously studied if these perpetual shortage areas are to be effectively addressed.

Teacher Supply

The Fall Supply and Demand Survey also provides a picture of the sources of teachers for South Carolina classrooms. For the purposes of the survey, a "new hire" is a teacher who is new to that district, not necessarily new to the profession. South Carolina has done a respectable job of providing teachers for our own classrooms, averaging about 30 percent of the new teacher hires over the past 4 years from its own institutions of higher learning. The challenge we face is looking to the future to provide the teachers we need (special education, math, etc.) and to better prepare all teachers for the challenges of today's classroom. With these efforts, we may see a decrease in the almost 28 percent attrition rate we experience in our new teachers during their first three years in the profession. Their

State Board Approved Critical Subject Areas for 2004 - 2005

- | | |
|--|--|
| <ul style="list-style-type: none"> • Art • Business Education • English/Language Arts • Family and Consumer Science • Foreign Languages (French, German, Latin and Spanish) | <ul style="list-style-type: none"> • Guidance • Industrial Technology • Mathematics • Media Specialist • Science (all areas) • Special Education (all areas) • Theatre/Speech and Drama |
|--|--|

leaving the profession not only makes it difficult in filling teaching positions, but also creates challenges in building the professional experience base needed to increase student achievement.

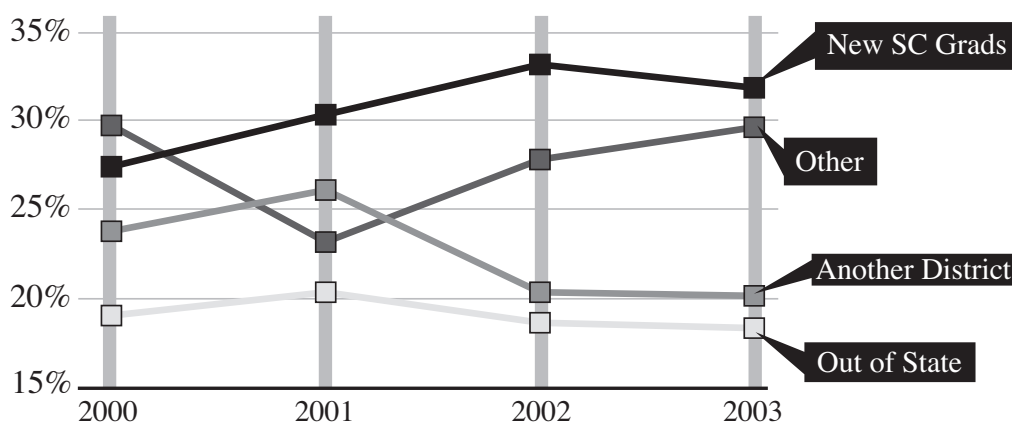
With the growth in the population of the state, South Carolina finds itself in the position of needing to attract a significant number of teachers each year from not only the United States but from other countries as well. The past four years have seen an average of

just over 19 percent of all newly hired teachers (10 percent new graduates and 9.1 percent certified or PACE teachers) coming from outside the state. These teachers represent over 35 states and 9 foreign countries.

While almost one-fifth of our teachers are currently coming to South Carolina from out of state each year, these numbers will likely need to increase in the years to come as South Carolina teachers begin to retire. The average age of a SC educator is 42.1 years. As families

Sources of New Teacher Hires, 2000 - 2003

New South Carolina graduates made up 31.8 percent of all new hires in 2003. Out-of-state hires consistently account for about 20 percent of new hires.



SOURCE: CERRA

Graphic by Rico Reed / CERRA

move here for the climate, CERRA receives a number of phone calls each year from individuals who would be interested in teaching if there were incentives in place to assist with the forgiveness of student loans or incentives for certain licensure areas, such as special education and math.

As we look to provide our classrooms with the quality and quantity of teachers we need now and in the years ahead, it may be time to begin difficult discussions. In light of lower teacher pay in South Carolina when compared to salaries in surrounding states, the time is approaching when assisting teachers with paying off student loans to come to South Carolina, or remain in the state, may be at hand. Even more difficult will be the discussions on differential teacher pay. The market reality of supply and demand may command that we offer certain difficult-to-staff subject areas, such as math, science and special education, more money in salary to attract them to the state and to the profession. Difficult challenges demand creative thought; the time has come to begin these deliberations.

One other item that may have an effect on our in-state supply of teachers, at the same time that we are seeing the need for the number of teachers increasing, is the cutting of some education majors within the colleges of education at our institutions of higher education (IHE). In light of national certification program requirements, some institutions are cut-

ting programs that are not attracting a critical mass of students to their campuses. This not only cuts the number of undergraduates completing programs, but could also limit the number of teachers that may wish to complete add-on certifications in these subject areas. Depending on access to IHEs, this kind of course reduction could make the process almost impossible for teachers in rural areas.

The second greatest source of teachers each year for school districts are teachers that are coming to them from another district in state. Over the past four years, just under 23 percent of teachers hired have come from another in-state district. While this percentage can differ a great deal across the state, it reflects a noteworthy degree of mobility among SC educators and suggests the challenges faced by many districts as teachers leave for higher salaries and perceived better working conditions. *(See Exhibit B.2 in the Appendix.)*

The Spring Survey

CERRA conducted a spring survey for the second consecutive year in 2003-2004. We have come to examine this survey as more looking into the next school year as opposed to looking back at where we have been. We were not as successful with the number of districts responding this year, 78 percent, as we were in 2002-2003, 92 percent response rate, but still much can be gleaned from the data reported. *(See Exhibit B.1 in the Appendix.)*

The questions on the 2002-2003 spring survey were designed to gather information about the projected budget cuts at the state and local levels that were looming for the 2003-2004 school year. While the cuts were not as dramatic as originally feared, due in large part to federal funds made available, it is still instructional to compare the numbers reported for the spring 2003 and the spring 2004 surveys. The outlook is much more upbeat on the overall employment picture. Districts were predicting in 2003 that over 1,250 teaching positions and over 110 administrative positions would be cut for the 2003-2004 school year. In comparison, districts projected 160 teaching positions and 41 administrative positions would be cut in 2004-2005.

In an omission on the 2002-2003 survey, we did not ask districts how many positions would not be created due to budget constraints and could not technically be counted as cuts since they had not even been created. We rectified this omission for the 2004 spring survey and it was reported that 354 positions would not be created that the districts would have otherwise created to meet demands. Seven of the 68 reporting districts (10.3 percent) accounted for more than 50 percent of the teaching positions that will not be created for 2004-2005. It will come as no surprise that these come from districts that represent areas of rapid growth in the state.

When asked the subject area that is the first or second most difficult to fill, districts responded overwhelmingly with special education and mathematics. These were also the number one and two subjects for 2002-2003 and appear to be for the foreseeable future as the comments on the surveys suggest. English/Language Arts showed a more than doubling

2003-2004 South Carolina Geographic Critical Need Districts

(Based on Teacher Turnover Rates and District Designation)

**Districts designated as unsatisfactory*

Allendale County	Greenwood 51	Marion 1
Anderson 3	Hampton 2*	Marion 7
Bamberg 2	Jasper County*	McCormick County
Calhoun County*	Laurens 55	Orangeburg 3*
Dorchester 4	Lee County*	Richland 1
Florence 4*	Lexington 4	Saluda County

2000 - 2004 Supply and Demand Surveys (Four-year averages)

Teachers of Color Hired	20.2% of new hires
Males Hired	20.6% of new hires
First Year PACE Teachers	9.0% of new hires
Reported Retiring	20.5% of teachers leaving district
Reported Leaving Profession	8.1% of teachers leaving district

in the number of districts reporting difficulty in finding these teachers, and one medium-sized district was looking for 15 such teachers at the June Teacher Expo in Columbia. It is also notable that an increased number of districts are reporting difficulty in finding elementary and early childhood teachers. With the number of students graduating from college with these particular degrees, it is more a matter of working to get these teachers where they are most needed than it is preparing more of them.

When asked to make any comments regarding hiring for the 2004-2005 school year, of the personnel administrators that chose to take the opportunity to respond, greater than 40 percent expressed concern about the ability to find middle level certified teachers. Comments include, "It is extremely difficult to locate persons who are certified in Middle School content areas," "Colleges and universities must produce middle level certified graduates. They are graduating too many early childhood education and elementary education graduates," and "We have no choice but to continue hiring elementary certified teachers at the middle levels. Content certified teachers are difficult to come by and generally show little interest in middle levels." These comments and others similar to them show the growing uneasiness that will be felt by the entire state as we move toward full implementation of the middle level certification and the need to fill these positions with highly qualified teachers.

Finally, there were a number of comments relating to the No Child Left Behind (NCLB) Legislation. Personnel Administrators are concerned in general with being able to meet the new federal mandates, especially

2004 Spring Supply and Demand Survey Center for Educator Recruitment, Retention and Advancement

Please return your survey no later than June 11, 2004

District Name: _____

Name of individual completing survey: _____

1. What is the total number of teaching positions cut in your district for the 2004-2005 school year? _____
2. What is the total number of new teaching positions that would have otherwise been created if it were not for the current budget constraints? _____
3. What is the expected number of teaching vacancies you will fill in 2004-2005? _____
4. What is the total number of building-level administrative positions cut in your district for the 2004-2005 school year? _____
5. What is the total number of building-level administrative positions that would have otherwise been created if it were not for the current budget constraints? _____
6. What is the expected number of administrative vacancies you will fill in 2004-2005? _____
7. What are the top three (3) teaching vacancy areas, in rank order, projected for the 2004-2005 academic school year.
 - a. _____
 - b. _____
 - c. _____
8. Additional comments and thoughts on hiring for the 2004-2005 school year. Include any comments that may relate to meeting the NCLB legislation.

9. Does your district accept the current online employment application managed by CERRA and SCASA for seeking teaching positions in your district? _____

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Diversity Makes a Difference

Students need teachers who reflect the rich diversity of South Carolina.

If you want to:

- Teach respect
- Teach understanding
- Teach equality

Then consider becoming a South Carolina teacher.

*Images taken from
Diversity Makes A
Difference Brochure
published in 2004 by
CERRA-South Carolina.*

TEACHERS MAKE A DIFFERENCE EVERY DAY



The Decline in Diversity



Since 1975 the national percentage of African-American teachers in the education workforce has declined from 32 percent to slightly less than 17 percent—a drop of about half.

There have been similar declines in the pool of teachers of Asian, Latino, and Native American backgrounds.

And, in terms of gender, the teaching force is disproportionately female by a ratio of about five women to every man.

If you value education, love learning and happen to be a member of an under-represented group in the teaching profession, please consider becoming a South Carolina teacher.

Modeling Diversity in Schools

South Carolina recognizes that the best way to teach students the value of diversity is to model it for them. That's why the state is constantly striving to build and sustain a network of enthusiastic and qualified teachers that reflects the face of an increasingly diverse student population. This includes not just those from different ethnic backgrounds, but also males, people who are physically challenged and other members of under-represented groups.

Why Choose a Career as a Teacher?

There are many great reasons to become a teacher (see the CERRA booklet *Make a Difference Every Day*), but for candidates from under-represented groups, the rationale is even stronger. Think about teaching because:

- **You can be a critical role model in students' lives.** Children who see a wide variety of individuals in leadership roles are better able to envision themselves succeeding in life. You may be the person who inspires a child to achieve because you share similar cultures, languages and experiences.
- **You have unique knowledge, skills and perspectives to offer all students.** Your background can help enrich the educational quality of schools. Multiculturalism in the classroom provides students with a more well-rounded education and makes them better prepared when they enter the markedly diverse workplace of the 21st century.

- **You can make a difference.** You can play a positive role in promoting the American ideal of equality.

How South Carolina Can Help You Become a Teacher

South Carolina has a full spectrum of programs that help develop teachers. Here are some particularly good sources of help for aspiring educators from under-represented groups.

ProTeam

(www.cerra.org/proteam.asp)

Originally created to expand the pool of minority and male teachers in South Carolina, ProTeam serves about 1,000 seventh and eighth graders in about 40 South Carolina middle schools annually.

Teacher Cadets

(www.cerra.org/teachercadet.asp)

High-achieving high school juniors and seniors with an interest in becoming teachers can be South Carolina Teacher Cadets. The program is available in about 75 percent of South Carolina high schools, and thousands of former Teacher Cadets are now working as teachers in South Carolina classrooms.

College HelpLine

(www.cerra.org/collegehelp.asp)

College HelpLine can help you find and apply to the right college or university, as well as provide information on obtaining financial aid.

"Call Me Mister"

(www.callmemister.clemson.edu/)

The "Call Me Mister" program seeks to recruit, certify, and find teaching jobs for black males as elementary teachers in South

Carolina. The program operates as a joint project of Clemson University and three of the state's historically black colleges: Benedict College, Claflin University, and Morris College.

South Carolina Program for Recruitment and Retention of Minority Teachers

This program recognizes the need to greatly expand the pool of minority teacher candidates. Housed at South Carolina State University, it recruits and supports non-traditional students (primarily teacher aides and technical college transfers) by offering scholarships and academic assistance.

Learn More

To learn more about South Carolina's commitment to diversity in its teaching force and how you can pursue a challenging, rewarding career as a professional educator, visit www.cerra.org.



CERRA's DIVERSITY RECRUITMENT EFFORTS

Mission: The purpose of the diversity recruitment efforts at CERRA is to increase the number of diverse students entering college and choosing teaching as a career.

State and National Trends

A common thread that runs throughout the fabric of CERRA is the belief in a diverse teaching force, one that is more reflective of the ever changing student population in our state. With the percentage of teachers of color at 17.5 percent for the 2002-2003 school year and the percentage of students of color at about 45 percent and increasing each year, South Carolina has much ground to gain.

While the nation as a whole reflects approximately 14 percent teachers of color, South Carolina's 17 percent is above the national average. The trend over the last 30 years has been a decrease in the number of teachers of color (see graphic), in the state from 32.0 percent in 1975 to a low of 16.0 percent in 1998. The general trend over the past several years has been a steady increase from the 1998 figure to 17.5 percent for the 2002-2003 school year.

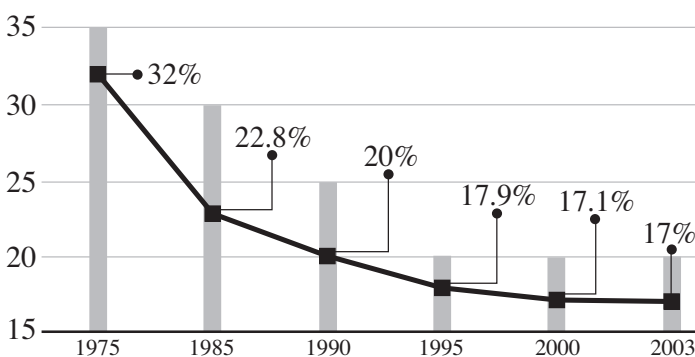
Looking at the supply of teachers of color in the state, educators have two major sources to consider: 1) the traditional colleges of education (32 approved programs in the state) and 2) the Program of Alternative Certification for Educators (PACE). The Colleges of Education at the various colleges and universities have graduated an average of 15.4 percent students of color over the past five years. PACE, on the other hand, shows a 44 percent participation rate by individuals of color. While PACE does not prepare as

many individuals for the teaching profession each year when compared with our traditional education programs prepare (514 verses 1,774 average for the most recent three years), it is still a critical source of teachers for South Carolina's classrooms.

Males are also a population of concern in South Carolina and the nation. The most recent national figures indicate that 21 percent of the teachers across the nation are males, while South Carolina has 17 percent. These numbers are showing an overall decrease throughout the United States as men become increasingly concerned about low wages and the gender stereotypes that still pervade the public perception about the nurturing ability of males in general, especially at the lower grade levels (NEA, 2004). South Carolina has shown an overall 2.6 percent decrease in the number of males graduating

Percentage of Teacher of Color, 1975-2003

The percentage of teachers of color in South Carolina has decreased from 32 percent in 1975 to 17 percent in 2003.



SOURCE: CERRA

Graphic by Rico Reed / CERRA

from education programs, and it is very unlikely that all of these sought certification, exacerbating the problem to an even greater degree.

Efforts to Improve These Numbers

Diversity recruitment continues to be emphasized in all the Center's programs. Activities undertaken by CERRA to increase the number of ethnic minorities and males entering the teacher profession include establishing minority enrollment goals that reflect the population of the school as a priority for Teacher Cadet sites, expanding participation in the ProTeam Program, recruiting a more diverse population of National Board Certification® candidates and working with the Division of Teacher Quality through the Program of Alternative Certification for Teachers (PACE).

The College HelpLine Program works with students and adults who seek information on going to college and finding the financial resources to pay for it. Priority is given to minorities, first generation college-bound students and individuals interested in becoming teachers. In an effort to reach a broader audience of students, the Teachers in Residence (TIRs) provide College HelpLine information to guidance counselors in all South Carolina high schools.

The ProTeam Program was initially designed to introduce the teaching profession to middle school students of color and males, as a viable career alternative before they become "turned off" to the idea. The curriculum has been revised on several occasions over the past 14 years to appeal to a larger audience of young people; however, a key focus of ProTeam remains

How the College HelpLine Program reaches out to its target audiences:

1. Produces an annual newsletter with financial aid and scholarship information that is shared with all the high schools and other educational groups across the state
2. Provides training to the Teachers in Residence and other key staff members regarding the financial aid process.
3. Provides a financial aid "workshop" to each Teacher Cadet class
4. Makes staff members available for career fairs and other opportunities to present information on financial aid and the teaching profession

During 2003-2004, the Diversity Recruitment Specialist participated in the following:

- networked with legislators and local Teacher Forums to educate them on the issue of minority and male teacher shortages
- served on the planning committee for the South Carolina Alliance of Black School Educators (SCABSE) and revised the SCABSE scholarship application
- presented National Board Certification® Awareness seminars, placing an emphasis on recruiting a diverse population of candidates
- participated in Benedict College's "Call Me Mister" Panel Discussion
- presented a Diversity Workshop at the Oconee County Celebration Day
- created a diversity recruitment booklet and PowerPoint presentation

Males graduating from education programs

Year	Total Number Education Degrees Awarded (Bachelor's Degrees)	Male Graduates	Percent Male Graduates
1999	1,939	430	22.2
2000	1,842	397	21.6
2001	1,731	344	19.9
2002	1,727	311	18.0
2003	1,805	353	19.6

attracting minority students and males into the class. During the 2003-2004 school year approximately 44 percent of the students in the program were students of color, very close to the 45 percent state average of all students, and 36 percent were males, more than double the current percent of male teachers.

CERRA works closely with the Division of Teacher Quality and its efforts to recruit teachers from “nontraditional” sources to our classrooms. As part of the Transition to Teaching grant awarded to the state, CERRA provides a PACE counselor who gives time to individuals seeking information about teaching and assists with conducting informational workshops and participating in job fairs. PACE has provided, on average, approximately 9 percent of newly hired teachers over the past three years.

Students of color graduating from education programs

Year	Total Number Education Degrees Awarded (Bachelor's Degrees)	Graduates of Color	Percent Graduates of Color
1986-1987	1,424	187	13
1987-1988	1,358	169	12
1988-1989	1,433	132	9
1989-1990	1,532	155	10
1990-1991	1,596	157	10
1991-1992	1,779	194	11
1992-1993	2,004	257	13
1993-1994	2,108	242	11
1994-1995	2,202	308	14
1995-1996	2,136	402	19
1996-1997	2,032	362	18
1997-1998	2,077	365	18
1998-1999	1,939	333	17
1999-2000	1,842	293	16
2000-2001	1,731	261	15
2001-2002	1,727	245	14
2002-2003	1,805	262	15

The Center also created a document and PowerPoint presentation to accompany the new brochure, *Diversity Makes a Difference*. The brochure is part of CERRA's new campaign to recruit, retain and provide advancement opportunities for teachers of color. Unveiled earlier this year, the brochure will be shared with school districts and other interested groups.

As requested, members of the CERRA staff make presentations to minority youth groups from churches, schools and organizations focused on encouraging minority students to attend college and consider the teaching profession. Staff members are also encouraged to attend school, college and professional career fairs to promote the teaching profession as a viable career choice. The CERRA staff is invited to participate in seminars and workshops that address the needs of minority students and teachers. The benefits of teaching and the minority teacher shortage, especially for males, are emphasized during all events involving the CERRA staff. The Center staff continues to network with other organizations focusing on diversity in an effort to communicate the importance of targeted recruitment in this area.

Student To Teacher

A ProTeam student at Brentwood Middle and a Teacher Cadet student at Burke High, Tria Grant is now teaching ProTeam at Sullivan Middle

*photos and story by
Amanda Graham
CERRA Program Director*

When asked her first impression of ProTeam, Ilesha Bell, a seventh grader at Sullivan Middle School, said, "I thought it was about health."

Classmate Ryan Shaver thought that ProTeam was a class to teach people how to be leaders.

Several of their classmates thought it would be boring, but they have been surprised. One even said, "I knew it would be fun because of the way that Ms. Grant explained it to me before the class began."

Tria Grant has first-hand knowledge of the ProTeam program. Grant was a ProTeam student at Brentwood Middle School with instructor Shirley Smith. A middle school science teacher originally from Charleston, Grant remembers the year fondly.

"I remembered having so much fun in the class, and wanted my kids to experience the things I did that year. I enjoy teaching and would love for other caring individuals to enjoy the profession, so I thought ProTeam would be one way to expose children to the profession."

As a ProTeam student, Grant remembers an activity in which she designed and decorated a shoe. Once the shoe was finished, her classmates laughed at the shoe because it was too decorated to be of use. In fact, another student pointed out that the shoe was so full of items that it wouldn't allow a foot in it. She laughed in agreement.



Charleston native Tria Grant with her ProTeam students at Sullivan Middle School in Rock Hill. A former ProTeam student and Teacher Cadet, Grant forgoes her planning period to teach the class.

Her senior year at Burke High School, Grant was a Teacher Cadet. She later became a teacher through Winthrop University's education program.

Grant has taught seventh grade at Sullivan Middle School in Rock Hill for a few years, and this is her first year as the ProTeam instructor. Of the four middle schools in the Rock Hill School District, only Sullivan offers the ProTeam class.

To work with the ProTeam students, Grant goes without a planning period. She

approached principal Dr. Bob Heath with her idea and he was in favor of the ProTeam class.

"I was ecstatic when Tria approached me last school year about implementing the program. I had ProTeam in Newberry when I was there about ten years ago and really liked the program. We're very pleased that we were able to have ProTeam at Sullivan Middle School," Heath said.

Thanks to Grant's initiative and Heath's agreement, Sullivan's ProTeam class

ProTeam fun because she comes to school prepared," LaJasmine Nelson said.

Shadarica Jones, who wants to be either a cosmetologist or a math teacher, happily agrees. "Ms. Grant always makes things understandable and exciting."

Heath also agrees with the ProTeam students. "Tria has a special gift for working with young people, especially the kind of young people we want in ProTeam. She is giving her own time to teach the class and is very excited and enthusiastic about it. Tria is a natural teacher and excels in that role far beyond her years in education."

Ask Grant how she thinks her first ProTeam class is going, and she says, "I enjoy the activities and so do my students. My kids and I really have a ball when we do an activity that I remember from my time in ProTeam. I get excited and take the kids on a trip with me down memory lane. I am not doing everything I would like because it's my first year, and I am learning, but as time goes on, I am sure I'll add and change some things."

ProTeam student Crystal Giles said Ms. Grant is being humble about her impact on the class. "When I grow up, I want to be a professional volleyball player. If that doesn't work out, I want to be like Ms. Grant." 🍀



became a reality. Eleven students, five guys and six girls, are in the program.

"Teacher recruitment and retention are areas in which I am greatly interested and would like to help in any way possible. Having a ProTeam class is a wonderful way to do that," Grant said.

Although a few of the students were initially confused about the course's purpose, they agree that Grant makes the course a success. "She makes



Students in Tria Grant's ProTeam Class participate in a shipwreck activity. Students are filling the handmade ships with water.

*Images taken from January
2004 CenterPoint Newsletter*

ProTeam

Mission: The mission of ProTeam, a middle-school recruitment program, is to encourage exemplary students to attend college and consider education as a viable career option and to expand the pool of minority and male teachers available to the public schools of South Carolina.

When you first enter a ProTeam classroom, the first thing you notice is that there is activity. The students are busy and enjoying themselves while they interact with their classmates and their instructor. The noise level is increased. The walls of the room are filled with displays of authentic engagement. Middle school students are eager to tell you about tutoring their classmates and younger students at local elementary schools.

An important reason for this interest is the ProTeam instructor's enthusiasm for the rigorous curriculum, *DreamQuest*.

Encouraging Middle School Students

The curriculum, *DreamQuest*, offers teacher-like duties, study skills strategies, communication skills activities and research opportunities. The curriculum is organized into seven modules and includes required and optional activities. Activities in all seven modules have been designated as required or optional for semester and year-long courses.

ProTeam DreamQuest Curriculum			
The ProTeam Family Connection is a required piece for all classes.			
Module 1	I Can Self Reflect	Module 5	I Can Set Goals
Module 2	I Can Communicate	Module 6	I Can Make Decisions
Module 3	I Can Teach Others	Module 7	I Can Think Positively
Module 4	I Can Be Different		

DreamQuest is aligned with the English/Language Arts standards of South Carolina. Each activity has several aligning characteristics of writing, oral communications, reading and research.

Nurturing ProTeam's Support System through Family Involvement

According to June A. Gordon, in her 2000 work on educational change and development, *The Color of Teaching*, approximately 75 percent of African American teachers did not recommend teaching as a career to their students or to their friends and relatives. Gordon states that one of the reasons for this is that those teachers thought that students of color should "venture out into professions previously closed to them" (33).

Research conducted for CERRA indicates that parents and other family members have the greatest influence on the career interests of middle school students. In the last few

decades, parents – especially parents of color – have been reluctant to encourage their children to pursue teaching as a career.

With this in mind, the Center included parents as part of the professional team from the onset of the ProTeam Program. As a result, parents and families are showing more interest in education as a possible career choice and recognize the need for more teachers teaching in the state of South Carolina. During the 2003-2004 school year, 24 Family Workshops were conducted at ProTeam sites.

Expanding the ProTeam Mission

During the 2003-2004 academic year, 29 middle/junior high schools in 23 school districts offered the ProTeam course to 548 students. The total number of ProTeam classes was 42: eight schools offered a year-long program, 11 schools offered the course one semester, four schools had two classes for a single semester, five schools offered a first and second semester class, and one school had four classes offered at different intervals during the year.

By the end of the 2003-2004 school year, almost 11,760 middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately 60 percent of these students have been students of color.

ProTeam in Other States

In June 2004, ProTeam curriculum training was conducted in Virginia for nine middle school teachers in collaboration with the Commonwealth of Virginia's Department of Education.

Supporting the Program

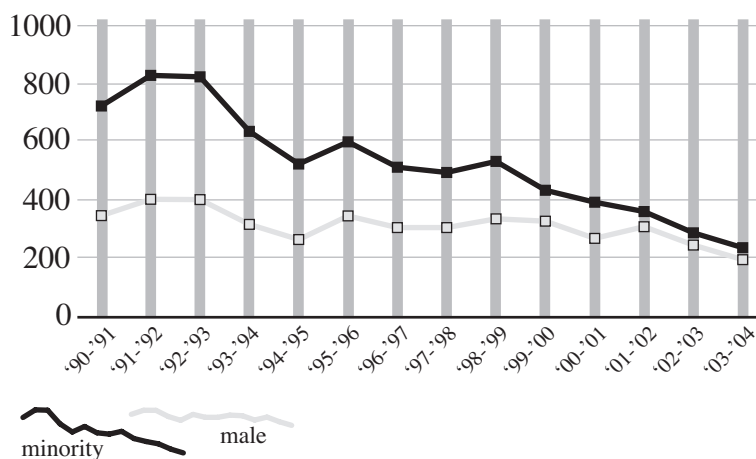
CERRA provides each class a \$125 grant to purchase supplies, curriculum materials and provide additional activities. Additional funding is set aside for each site to cover training, professional development and cost of materials incurred by CERRA.

Supporting the Instructor

Teachers from CERRA's College Partner, ProTeam and Teacher Cadet sites gathered in Myrtle Beach for a two and one-half day professional development workshop in October of 2003. The theme of the workshop was "Charting Your Course" and included concurrent sessions, roundtable sessions, networking opportunities, new curriculum ideas and guest speakers. The workshop provided teachers the opportunity to collaborate with one another,

ProTeam Minority and Male Participation

In 1990, 726 minorities and 350 males participated in the ProTeam Program. In 2003, minority participation was 240 and male participation 199.



SOURCE: CERRA

Graphic by Rico Reed / CERRA

Results of CERRA internal ProTeam program evaluation

- Post-surveys revealed that 31 percent of ProTeam students were considering education as a career.
- A total of 70 percent of all ProTeam students are African-American and/or male.
- Forty-five percent of all ProTeam students are African-American and 41 percent are male.
- ProTeam post-surveys indicate that 62 percent of ProTeam students plan to go on to a four-year college after high school graduation.

share ideas from their programs, gain information about middle school certification and give input for the curriculum revision. The timing of the October workshop provided an opportunity for newly-trained teachers to get helpful hints before they were far into the school year.

ProTeam Program Evaluation

Input was sought in evaluating the ProTeam Program using the pre- and post-survey administered to all 2003-2004 ProTeam students. The survey included questions on students' career interests, perceptions of school, and family and peer relationships.

Teacher Survey Results

An end-of-the-year survey was mailed to the 29 sites that participated in the ProTeam Program during the 2003-2004 school year. When asked to rate the services of most value to the ProTeam teacher this past year, an overwhelming majority, approximately 85 percent, stated that the site visits by the Teachers in Residence and the support offered by the CERRA staff, approximately 85 percent, were helpful or extremely helpful. The promptness with which their questions and needs were addressed and the personal attention given to each site by the TIRs were also cited as strengths of the program. The annual professional development workshop, in conjunction with the Teacher Cadet Program Workshop, and the College Day visits were rated helpful or extremely helpful by 100 percent of the respondents. The site support grant money was also mentioned as being valued by many of the respondents.

ProTeam Sites 2003-2004 <small>* indicates new 2003-2004 site</small>	
School	District
Alice Drive Middle	Sumter 17
Bates Middle	Sumter 17
Berkeley Middle	Berkeley County
Brewer Middle	Greenwood 50
Calhoun Falls High*	Abbeville
Carolina Forest Education Center	Horry County
College Park Middle	Berkeley County
Cross High	Berkeley County
D.R. Hill Middle	Spartanburg Five
Dent Middle	Richland Two
Estill Middle	Hampton Two
Fort Johnson Middle*	Charleston
Gilbert Middle	Lexington One
Hemingway High	Williamsburg County
Hughes Middle	Greenville County
Kingstree Jr. High	Williamsburg County
Landrum Jr. High	Spartanburg One
Long Jr. High	Chesterfield County
Pageland Middle	Chesterfield County
Palmetto Middle	Anderson One
Palmetto School	Marion Two
Robert E. Howard Middle	Orangeburg Five
Sanders Middle*	Laurens 55
Sedgefield Middle*	Berkeley Middle
Seneca Middle	Oconee County
Sullivan Middle*	Rock Hill Three
Starr-Iva Middle	Anderson Three
W.A. Perry Middle	Richland One
Ware Shoals High	Greenwood 51
William J. Clark Middle	Orangeburg Five

Answering The Call

Nicknamed "Doc" from an early age, former Teacher Cadet Jermaine Joyner, a senior at The Citadel, has chosen education over medicine as his career.

photo and story by
Virginia Ward
CERRA Teacher In Residence

Jermaine Joyner's career goals changed once he took the Teacher Cadet course. Given the opportunity to observe and work in neighboring schools, Joyner realized that education, not medicine, was his calling. Prior to enrolling in the Teacher Cadet course, Joyner had not considered education as his future profession.

Joyner, a 1999-2000 North Charleston High School Teacher Cadet, is now a senior at The Citadel. In May 2004 he will graduate with a major in education and a minor/specialty area in social studies. He hopes to remain in the Charleston area to serve the schools and community from which he has greatly benefited.

So many bright young men of color are often discouraged from going into teaching, but Joyner said, "The North Charleston High School teachers were very supportive of my goal to be a teacher." He has chosen a multifaceted subject area that spans history, government, economics and geography.

When asked about his career plans throughout middle and high school, he would proudly state, "I want to be a doctor." In fact, his nickname became "Doc" among his family and friends. He still holds the dream of being "Dr. Joyner," but now he plans to earn his doctorate in education.

Recently Joyner stated, "I cannot stress enough the importance of that program in leading me down the career path that I am now on." During his Teacher Cadet internship, children gravitated to Joyner because he was a tall, muscular high school football player.

For a Teacher Cadet assignment, Joyner and his TC buddy wrote and illustrated a children's book about a football player and were amazed when a kindergarten student, who could not read, looked at the pictures and made up a story which was aligned with the artwork. The child's story matched the printed words. Being both curious and comfortable in the presence of these Teacher Cadets, little boys and girls repeatedly begged Joyner and his fellow football teammate to read their big book.

Joyner used to worry about not being an expert in all the detailed areas of the social studies field, but he feels the School of Education at The Citadel has prepared him very well. He said that education professor Dr. Kathy Jones has taught The Citadel Cadets how to conduct research and find answers to difficult questions. Joyner said that the benefit of teaching social studies is that it is the story of mankind and is so relevant to current events. He smiled as he emphasized the importance of helping students link the past and the present.

The Citadel places a high value on leadership, and Joyner wants to be a leader inside a school.

Already Joyner has exercised leadership skills in several ways. He is the academic officer for his battalion, which includes five companies and more than 500 Cadets. He is president of both the Education Leaders Club and the Kappa Delta Pi Education Honor Society chapter at The Citadel.

For several summers he has worked with inner-city children, ages five through 14, in a program titled Kids Alive. As a mentor to these youngsters, he made learning fun as they participated in arts and crafts, movies, recreational activities and field trips.

During the summer of 2003, Joyner went to Louisiana State University to work with a professor in curriculum and instruction. Specifically, he did research on multicultural education and classroom diversity.

Recently he traveled to San Francisco with three other Citadel cadets and Dr. Judy Lehr to attend an ASCD conference and give a presentation on "Leadership and Ethics in the Classroom." Working with thousands of educators from the nation, Joyner said the experience "opened



A former Teacher Cadet, Jermaine Joyner has decided to teach when he graduates from The Citadel in May 2004.

comment was made to him that he "can hold an audience in the palm of his hand," he modestly lowered his head and smiled. He responded, "It's just a special feeling. I can give them words of encouragement and motivation. I can make a difference." CERRA's motto identifies that same significance about teaching.


The Citadel prides itself as an institution that educates the whole person. Joyner is applying that mind-set to his role as a future educator. He wants to address more than just "what is in the textbooks." Teachers do model morals and impart values.

One way that Joyner wants to address the whole student is through coaching. He said, "Many students who participate in athletics or ROTC don't have time to get into trouble."

When asked why more males of color do not choose teaching for a career, Joyner said that many men are concerned about adequate wages to support a wife and family in the manner they would like. He also stated that because there are so few Black men in education, many students of color do not see themselves in that role. He hopes that his presence in schools will help to change these perceptions.

Given a magic wand that could wipe away one educational problem, Joyner says he would erase funding problems. So many issues could be addressed with adequate finances and resources.

Reflecting on his high school years, Joyner said, "I often think of the motto at my high school: 'Education is a possession of which man cannot be robbed.'" As a part of this reflection, Joyner talked about his North Charleston High coach and mentor, Dave Jessen, who modeled the importance of caring about students, having a sense of humor, and holding the students to high standards. Joyner likened Mr. Jessen to his own dad.

Dr. Kathy Jones remarked, "Jermaine is the type of teacher candidate that the state of South Carolina needs to try to recruit. I would be glad to have him teach my children." Without hesitation, Jermaine Joyner identifies CERRA's Teacher Cadet Program as well as The Citadel, which serves as a college partner for CERRA, as two major sources of information and inspiration in his journey to the classroom as a teacher leader. Without a doubt, he will serve as a role model both for students in his classes and students on his teams, helping them to connect school to life and dreams to realities. 

"Jermaine is the type of teacher that South Carolina needs to try to recruit. I would be glad to have him teach my children."

Dr. Kathy Jones, The Citadel

[his] eyes to other sides of teaching."

Now he is preparing to go to St. Louis with Citadel professor Dr. Kathy Brown and other future teachers to give a presentation on classroom management, especially for students who challenge a teacher's discipline. He commented that seemingly simple strategies about classroom arrangement and smooth transitions between activities can eliminate some problems with misbehavior.

Joyner's Citadel roommate is going to serve his country by going into the Marines after he graduates. Joyner plans to serve his country in the classroom. Dressed in his professional navy blue Citadel blazer, South Carolina palmetto-print tie, and small American flag pin (much like the one President Bush wears on his lapel), Joyner says that our country would have no doctors or lawyers or military personnel if it were not for the profession of teaching. Upon that profession rest all other professions.

Dr. Stephenie Hewett has taken Joyner with her to speak to large groups of students. When the

Images taken from January
2004 CenterPoint Newsletter

TEACHER CADET

Mission: The primary mission of the Teacher Cadet Program is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates of education.

If you had known your career choice at age 17, how much different would your life have been? Would you consider the same choices?

A Teacher Cadet is, most likely, that 17-year-old high school senior who experiences the teaching profession through hands-on activities, observations at several levels in our education systems, and a field experience that is designed especially for them.

Often, these high school seniors are able to decide *before attending college* that teaching is the career for them.

"The Teacher Cadet Program gave me something to look forward to each morning. It was such a rewarding experience. If you are even slightly interested in teaching as a profession, this class will either make you or break you. Thank you for allowing me to be a part of this program."

Jenna, Lancaster High School

"The Teacher Cadet Program has been very beneficial to me. I got an inside look at what the job of being a teacher requires. I bonded with my class, and it helped me determine that this is what I want to do."

Amber, Mullins High School

"This program really influenced me to become a teacher. It helped me realize how important I could be in a child's life. I would like to make the future a brighter place; therefore, I want to become a teacher."

Zachary, North Charleston High School

Some students are able to determine that teaching does not suit them.

"The program gave me a clear concept of teaching. I discovered that teaching wasn't for me."

Sarah, Wagener-Salley High School

The Teacher Cadet Program is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to education taught as a high school class. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 136 high schools that served 2,219 academically talented high school juniors and seniors in 2003-2004. (See Exhibit C.1 in the Appendix for list of 2003-2004 Teacher Cadet Sites.) Approximately 21 percent of the participants were male and 25 percent were minorities.

By the end of the 2003-2004 school year, more than 34,139 academically talented students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 2003-2004 Teacher Cadet Program participants is 1070. The average SAT score for female Teacher Cadets is 1050. The average SAT score for male Teacher Cadets is 1120. The average SAT score for Teacher Cadets who plan to teach is 1060.

Teacher Cadet Program requirements

The student must:

1. Have at least a B average in a college preparatory curriculum.
2. Be recommended in writing by five teachers.
3. Submit an essay on why he/she wants to participate in the class.

Plans to Teach

External evaluations of the Teacher Cadet Program have confirmed that the Program is an effective tool for recruiting students who are high academic achievers into the teaching profession. An average of 37 percent of all students who have taken part in the Teacher Cadet Program over the years indicate plans to pursue teaching credentials upon entering college. Of the 2003-2004 Cadet class, 37 percent plan to enter teaching, according to the post-course survey. Education was selected significantly more often as a career choice than any other career option. Four percent of the 2003-2004 Cadets changed favorably toward teaching as a career during their participation in the Teacher Cadet Program. Responses indicate that more than 650 Cadets in the 2003-2004 cohort plan to pursue teaching upon entering college.

Supporting the Program

In 2003-2004, each Teacher Cadet class received a grant to purchase supplies, develop curriculum materials and provide additional activities for the class. The grant amount was based on allocations of \$250 for sites with 15 or more students. Sites with fewer than 15 students received \$16.65 per student with no site receiving less than the base of \$100. These funds were used to provide teaching related activities, speakers, college campus visits, classroom supplies, film and processing, receptions and workshops. Additional funds were allotted for each site to cover the cost of training and materials incurred by CERRA.

SAY, MAY and FLAY Programs

In order to meet the increasing shortages of skilled teachers in such critical areas as math science and foreign languages, the Teacher Cadet Program has created and adopted programs to encourage students to become interested in teaching in these critical subject areas. The SAY (Science and Youth), MAY (Math and Youth) and FLAY (Foreign Language and Youth) curriculums have been developed and adapted by creative and talented Teacher Cadet teachers in the program for use with peer lessons, field experiences and academic fairs. Interactive lessons interest students in these critical subjects.

Supporting the Instructor

This was the 16th year Teacher Cadet instructors have been invited to participate in an annual professional development workshop. The Teacher Cadet Workshop was held October 22-24, 2004, at the Springmaid Beach Conference Center in Myrtle Beach. The theme

for the workshop was based on “Charting Your Course.” The programs of the workshop focused on the mission statement and initiatives of CERRA as well as a focus on the curriculum work in both the ProTeam and the Teacher Cadet courses.

The workshop focused on expanding opportunities for teachers. Sessions included discussion on professional development opportunities and mentoring efforts across the state. A direct application of this was found in the format of new instructor sessions, which were designed by veteran network instructors.

The workshop provided College Partners and Teacher Cadet instructors an opportunity for collaborative planning time. Additionally, the workshop granted time for networking and professional development for all participants. This was the largest workshop to date for Teacher Cadet teachers, with over 175 participants from across South Carolina as well as participants from Virginia, Hawaii and Arizona.

Experiencing Education, Ninth Edition

In June 2004, the ninth edition of the Teacher Cadet curriculum was released. The following are major differences between the eighth edition (1998) and the most recent revision:

- a format of three major themes, each with three supporting units – Experiencing Learning (Awareness and Reflection, Styles and Needs, Growth and Development); Experiencing the Profession (History and Trends, Structure and Governance, Certification and Employment); Experiencing the Classroom (Observation and Preparation, Application and Instruction: The Internship, Analysis and Reflection)
- an Essential Question added to each lesson’s format to provide focus on enduring ideas and meaningful, memorable life-long lessons
- alignment with standards and descriptors recently modified by the curriculum committee (standards emphasize the knowledge and skills teachers need for the PRAXIS as well as for National Board Certification®)
- additional information on topics such as English Language Learners, brain-based learning, and discipline
- an expanded section on adolescence that includes more barriers to learning such as eating disorders, depression, substance abuse, and sleep deprivation
- more authentic and engaging tasks to help Teacher Cadets grasp big ideas in education
- suggested time frames needed to complete each lesson
- culminating activities placed at the beginning of units so that the instructor can introduce goals and assessments before teaching the relevant lessons

For the ninth edition of the Teacher Cadet curriculum, CERRA Teacher in Residence Virginia Ward led the team of writers: Mary Beth Bussell, Dutch Fork High; Michaelyn Conley, Blacksburg High; Pam Flynn, Broome High; Phyllis Gantt, Wagener-Salley High; Anne Ledford, Fort Mill High; Karen Moyd, Wade Hampton High (Greenville); Virginia Senn, West-Oak High; Sherry Shipes, Williston-Elko High; Betty Templeton, Riverside High; Charlie Templeton, Eastside High; and Barbara Thomson, Richland Northeast High.

Veteran Teacher Cadet Instructor Curriculum Training

- In June and July 2004, six regional curriculum training sessions were held for 111 educators. The sessions took place in Florence, Charleston, Columbia, Greenville, and Rock Hill, South Carolina. Teacher in Residence Virginia Ward and CERRA Program Director Amanda Graham led the three-hour training sessions.

New Teacher Curriculum Training, In-State

- On June 28-30, 2004, 14 in-state and out-of-state instructors attended the curriculum training session in Rock Hill, South Carolina. Teacher Cadet instructors Pam Flynn and Sherry Shipps led the three-day training session.
- On July 12-14, 2004, 16 in-state and out-of-state instructors attended the curriculum training session in Rock Hill, South Carolina. Teacher Cadet instructors Anne Ledford and CERRA Program Director Amanda Graham led the three-day training session.
- On July 19-21, 2004, 17 in-state and out-of-state instructors attended the curriculum training session in Rock Hill, South Carolina. Teacher Cadet instructors Betsy Wilson and Anne Ledford led the three-day training session.

New Teacher Curriculum Training, Out-of-State

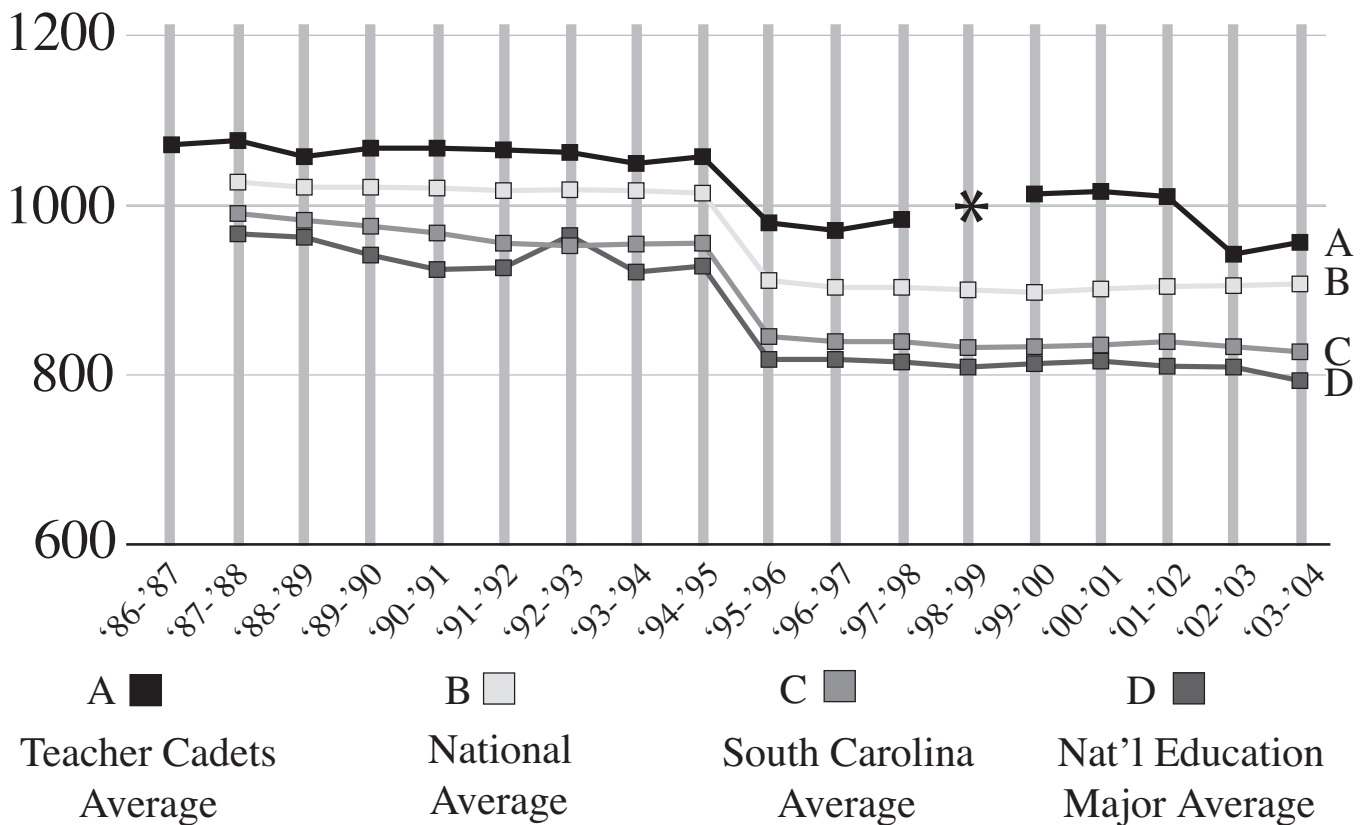
- In January 2004, Teacher in Residence Virginia Ward coached 33 Arizona educators in Tempe, Arizona. The training was facilitated by Arizona State University.
- In June 2004, CERRA Program Director Amanda Graham and Teacher Cadet instructor Pam Flynn conducted a curriculum training session for 32 experienced Virginia educators in Richmond, Virginia. The training was facilitated by the Commonwealth of Virginia's Department of Education.
- In June 2004, CERRA Program Director Amanda Graham and Teacher Cadet instructor Pam Flynn conducted a curriculum training session for 54 new Virginia educators in Richmond, Virginia. The training was facilitated by the Commonwealth of Virginia's Department of Education.
- In June 2004, Teacher in Residence Virginia Ward trained 13 Hawaiian instructors in Honolulu, Hawaii.
- In July 2004, instructor Michaelyn Conley facilitated the training of five Colorado educators in Littleton, Colorado.
- In July 2004, certified Arizona trainer, Kim St. Clair, in collaboration with Arizona State University, trained 10 instructors.

Networking Activities

Teacher Cadets and their teachers participated in activities and workshops sponsored by College Partners. Eighteen colleges provided opportunities for the Cadets to learn about life on a college campus and experience networking activities with other Cadets from their partnership. The Teacher Cadet College Days included keynote speakers, concurrent sessions, and opportunities to share ideas, projects and activities with other Cadets in the colleges' cohort. Several Teacher Cadet classes traveled to another school to meet and to sponsor collaborative projects to benefit children in their areas.

Teacher Cadet average SAT test scores

Although the number of students has increased each year from 404 in 1986 to 2,219 in 2004, Teacher Cadets have consistently scored higher than national and state averages on the SAT.



*National, State, and National Education major SAT averages unavailable for 2003-04 as of press time. SAT average for Teacher Cadets unavailable for 1991-92

SOURCE: CERRA

Graphic by Rico Reed / CERRA

2003-2004 Curriculum Training Accomplishments

- Recruited four new Teacher Cadet sites and re-established eight former sites
- Trained 47 new instructors and 111 experienced instructors in the Teacher Cadet curriculum at in-state trainings
- Conducted out-of-state trainings for 147 instructors in Arizona, Colorado, Hawaii and Virginia

Teacher Survey Results

The Teacher Surveys were mailed to 136 sites; surveys were completed and returned by 103 teachers (75 percent). Of those who went through Teacher Cadet curriculum training, 85 percent ranked the training as extremely helpful.

- Among all teachers, the site grant monies, CERRA staff services, and Teachers in Residence visits were cited as being the most helpful.
- Although the majority of teachers did not suggest any ways to change or improve the Teacher Cadet Program, several respondents have suggested the Center consider other locations of the state for the annual workshop, as well as more regional events and a “list serv” for interested educators.

"As a first-year Teacher Cadet instructor, I've had a great year. A large portion of that is due to CERRA. What more could I possibly ask for? Great curriculum training, fall workshop, college partner and a fabulous Teacher in Residence, plus thorough and timely responses from CERRA. Thanks for all you did to make my first year a great one!"

Angi Brunson, Summerville High School

"I have not used the CERRA video library, but I will. I am so excited about the clips that we saw at the workshop!"

Jane Sligh, Hartsville High School

"The Cadets loved College Day and enjoyed the videos that went along with the units. We've had a great first year."

Lori Lindler, Calhoun Falls High School

"CERRA provided exceptional coverage on what was happening within education and teachers within our state by way of newsletters and the TIRs."

Gloria Hamilton, Allendale-Fairfax High School

Findings from Teacher Cadet Program Student Surveys

Input from 1,650 students was received to evaluate the Teacher Cadet Program using a pre- and post-survey which was administered to all 2003-2004 Cadets. The survey included questions on students' career plans and program effectiveness. The following was found:

- The Teacher Cadet Program continues to attract academically capable students. SAT scores of Teacher Cadets have consistently risen since 1987-1988, averaging higher than state and national averages. The average SAT score for the 2003-2004 classes is 1070.
- Upon completion of the Program, 37 percent of the 2003-2004 respondents indicated plans to pursue a career in teaching.
- Of the Teacher Cadets who indicated plans to teach, 100 percent prefer to teach in a critical subject area.
- Eighty-five percent of all Teacher Cadets indicated that the Program has made them aware of critical subject areas while 73 percent indicated awareness of critical geographic areas in South Carolina.
- Ninety-one percent of the Cadets indicated that the Teacher Cadet Program was helpful in assisting in making career plans. In addition, 93 percent of the Cadets indicated that the program helped them formulate a positive perception of teaching.

A Tale of Two Cadets

As Teacher Cadet instructors, we recruit the best and the brightest for our classes. Although we know not every Teacher Cadet will teach, we secretly hope that each one will, and in that commitment, they will spend their careers striving for excellence. In this process, they will seek professional development and opportunities for leadership. This is a tale of two former Cadets...

by Pamela Donovan Hawkins
CERRA Teacher In Residence
Region 2, Savannah River

In 1989, Laura Coakley walked into a Teacher Cadet class at South Aiken High School.

She had no intention of being a teacher. As the year progressed she participated in the class activities, observations and field experience. She later admitted in a note, "You've taught me a lot not only about teaching, but about myself."

Laura Coakley



She went on to say, "You've made me want to become a teacher. I saw all the energy you got from teaching and how you enjoyed it ... I can't help but think how you took 19 very different people and meshed them into a family ... You not only care about your students when they're in your class, but also what they are doing in their spare time."

Whatever inspiration the class or I provided, Laura fulfilled her dream and mine and became an elementary teacher at Greendale Elementary in New Ellenton, SC. In 2001, Laura attained National Board Certification in Early Childhood Education. ☺

by Virginia Ward
CERRA Teacher In Residence
Region 5, Lowcountry

Heather Hardin Holliday graduated from James Island High School in Charleston as a member of the 1989 Teacher Cadet class.

In a Teacher Cadet essay she wrote, "Teaching offers a feeling of self-worth that no other career offers." That year she won Winthrop's Dean's Scholarship (\$500) awarded to Teacher Cadets. When asked what kind of activities were involved in her Cadet class, she summarized her feelings in the phrase, "Fun! Fun! Fun! The class is constant creativity."

Fifteen years after completing her Teacher Cadet class, Heather is a Winthrop University graduate, proud mother of two and National Board Certified science teacher at Westside High School.

In my recent interview with

Heather, she commented, "Before taking the Teacher Cadet class, I had my heart set on becoming a pediatrician. After taking the class, I found my calling to be a teacher." She went on to say, "I love to see students of mine now react to the fact that I was one of the first Teacher Cadets."

She concluded her reflections by saying, "As a teacher, I am always looking for ways to grow and challenge myself to become better. The growing process we learned in Teacher Cadets is further supported in the National Board Certification process—and talk about a challenge! In Teacher Cadets, when we accomplished something, we celebrated together. What a celebration when I found out I was National Board Certified! One of the first people I wanted to tell was my Teacher Cadet instructor." ☺

At CERRA we talk about our continuum beginning with our pre-collegiate programs of ProTeam, Teacher Cadet and College Partners. Then our pre-service programs involve college-age students through Teaching Fellows and Teacher Expo. Our service programs include our Teacher Leaders: Teacher Forum and NBPTS Candidate Support. Laura and Heather exemplify two outstanding South Carolina educators who began their journeys as Teacher Cadets in their high schools located in different parts of our state and are now accomplished teachers based on challenging national standards. We are proud to say that through the various CERRA programs, we helped to recruit, retain and advance these young women as professional educators.



Heather Hardin Holliday with her class at Westside High School.

Taken from
March 2004
CenterPoint
Newsletter

The Lighting of A Fire

USC-Aiken Professor Jim Kauffman, the original College Partner to Aiken High School, has worked with the Teacher Cadet Program since 1986.

*by Pamela Donovan Hawkins
CERRA Teacher In Residence*

Professor Jim Kauffman begins his philosophy classes at USC-Aiken with a familiar Yeats quotation: "Education is not the filling of a pail but the lighting of a fire."

To Dr. Kauffman, these are not just words written long ago. He lives them.

In 1977, Dr. James Kauffman moved to Aiken and became an Associate Chancellor for Student Services and Dean of Students at USC-Aiken. As his duties changed, and he moved into the education department, his title shifted to Professor of Education Foundations and Director of Field Experiences. In 1986, when the chancellor heard of the new program starting in Aiken County called Teacher Cadets, Dr. Kauffman was asked to take on this special assignment because no education faculty was available. He became the original College Partner to Aiken High School and eventually for all of the Aiken County schools.

In those early days, a very intensive model was used. Dr. Kauffman traveled to schools twice a week to make sure the Education 110, Teacher Cadet class

followed the Foundations curriculum of his Education 101 class; a model that required forty-five meetings. In 1987 as three new schools were added, and the new curriculum was introduced, the intensive model shifted because of the impossible task of one Professor visiting each school twice a week.

Dr. Kauffman remembers the training at Winthrop University and the introduction of the formal curriculum. Because of its introduction and the addition of all seven of the Aiken County high schools into the Teacher Cadet program, the intensive model shifted instruction to the Teacher Cadet instructors and the University's role became that of support. Buying puppets for the Teacher Cadet classes to share is one purchase Dr. Kauffman remembers vividly.

In the mid 90's, Dr. Cynthia Bolton took over the duties as the College Partner until she moved in 2001. Gloria Allen then took over as the College Partner until her responsibilities as the Director of the CSRA Hub increased. In 2003, Dr. Kauffman volunteered to assist Gloria in supervising the Teacher Cadet class as one of his duties. As he nears retirement, Dr. Kauffman wanted to return


to "one of the most professionally satisfying" duties of his career. Because visiting the Teacher Cadet classes was something he had always enjoyed, this aspect of involvement appealed to him. Having come full circle with the Cadet class Dr. Kauffman remarked, "I know for a fact that Teacher Cadets who become teachers excel in every part of the academic program more so than students who do not have an opportunity to be Cadets."

He further noted that "the number of minorities we have coming into USC-Aiken is directly attributed to the number of Teacher Cadets throughout our sphere. People who have gone through Cadets have a tendency to be more persistent in getting degrees and staying in the field. They are much more successful in their practicums and their student teaching."

As he thought about the relationship between the Teacher Cadets and their Teacher Cadet instructors, he observed a "strong mentorship that retains itself

and doesn't dissipate."

Throughout the years, he has enjoyed going to the fall workshops, but also expressed regret that because of the size of the program and the limitations of the students getting out of class, the delegate conferences for the Teacher Cadets themselves are no longer held.

Although his duties may have changed over the years, the affection he holds for the College Partnership he started is creating a legacy that continues forward. 



Dr. Jim Kauffman, the original College Partner at USC-Aiken for Aiken High School, began work with the Teacher Cadet Program in 1986. PHOTO BY PAMELA D. HAWKINS

*Taken from Summer 2004
CenterPoint Newsletter*

COLLEGE PARTNERSHIPS

Mission: The purpose of the College Partnerships is to create a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.

College Partner	Teacher Cadet Sites in Partnership
Anderson College	Crescent, Easley, Hillcrest, Mauldin, Palmetto, Pendleton, Pickens, Seneca, Wade Hampton (Greenville), Walhalla, West-Oak, Westside, Wren
Charleston Southern University	Berkeley, Fort Dorchester, Hanahan, Lincoln, North Charleston, Stall, Stratford, Summerville
The Citadel	James Island Charter, Wando, West Ashley
Clemson University	Daniel, Greenville, Liberty, J.L. Mann
Coastal Carolina	Andrews, Aynor, Conway, Georgetown, Kingstree, Myrtle Beach, Socastee, Sumter, Waccamaw, West Florence
Coker College	Chesterfield, Cheraw, Darlington, Hartsville, Lake View, Lamar, Lee Central, Marlboro County, Mayo Magnet, McBee
College of Charleston	Baptist Hill, Cross
Furman University	Berea
Greenville Tech	Eastside, Riverside, Southside, Woodmont
Lander University	Abbeville, Belton-Honea Path, Calhoun Falls, Carolina, Emerald, Greenwood, Ninety Six
Limestone College	Blacksburg, Gaffney
North Greenville College	Blue Ridge, Greer, Travelers Rest
Presbyterian College	Clinton, Laurens
SC State University	Scott's Branch
USC – Aiken	Aiken, Gilbert, McCormick, Midland Valley, North Augusta, Pelion, Saluda, Silver Bluff, South Aiken, Strom Thurmond, Wagener-Salley, Williston-Elko
USC – Beaufort	Battery Creek, Beaufort, Hilton Head
USC – Columbia	A.C. Flora, Airport, Brookland-Cayce, Chapin, Dreher, Dutch Fork, Irmo, Keenan, Lexington, Lower Richland, Lugoff-Elgin, Mid-Carolina, Richland Northeast, Ridge View, White Knoll
USC – Salkehatchie	Allendale-Fairfax, Barnwell, Blackville-Hilda, Colleton County, Estill, Jasper County, Wade Hampton (Hampton), Woodland
USC – Spartanburg (now USC-Upstate)	Boiling Springs, (James F.) Byrnes, Broome, Chapman, Chesnee, Dorman, Spartanburg
USC – Union	Union
Winthrop University	Andrew Jackson, Buford, Central, Chester, Clover, Fort Mill, Indian Land, Lancaster, Lewisville, Northwestern, Rock Hill, York Comprehensive
Wofford College	Landrum
Independent Sites (no College Partner)	Dillon, Hannah-Pamplico, Marion, Mullins, Timmonsville

Many Different Models of College Partnerships

Each college partnership reflects a certain degree of uniqueness based on specific needs of the high schools being served and the resources and expertise available at the cooperating college. Ideally, the College Partners bring a wealth of knowledge about education to the course, and in turn, the experience of working in high schools is valuable to College Partners.

Teacher Cadet sites benefit by having the opportunity to showcase their College Partners.

Colleges benefit by having the opportunity to showcase their campuses and programs to bright young people, and, most importantly, students benefit by having the opportunity to study with both high school and college educators. After working with the College Partner, visiting and taking part in special activities on campus during the year, many Teacher Cadets choose the partner institution to attend after high school.

ProTeam College Days

The following College Partners hosted ProTeam College Days during the 2003-2004 school year. Included is the approximate number of ProTeam students attending each event.

ProTeam College Days College Partner/Site of Event	ProTeam Students Attending
Anderson College	20
Charleston Southern University	181
USC- Columbia	107
Total number of ProTeam students	308

College Partner Summary of college credit availability among College Partnerships	Credit Offered	# of Sites
Anderson College	Yes	13
Charleston Southern University	Yes	8
The Citadel	Yes	3
Clemson University	Yes	4
Coastal Carolina	Yes	10
Coker College	Yes	10
College of Charleston	Yes	2
Furman University	No	1
Greenville Tech	Yes	4
Lander University	Yes	7
Limestone College	Yes	2
North Greenville College	Yes	3
Presbyterian College	No	2
SC State University	Yes	1
USC – Aiken	Yes	12
USC – Beaufort	Yes	3
USC – Columbia	Yes	15
USC – Salkehatchie	Yes	8
USC – Spartanburg (Upstate)	Yes	7
USC – Union	Yes	1
Winthrop University	Yes	12
Wofford College	No	1

Teacher Cadet College Days College Partner / Site of Event	Cadets Attending
Anderson College*	241
Charleston Southern University*	131
The Citadel	65
Clemson University	56
Coastal Carolina University	175
Coker College	113
Lander University*	78
Limestone College	34
North Greenville College	52
USC – Aiken	189
USC – Beaufort	36
USC – Columbia*	286
USC – Salkehatchie	78
USC – Spartanburg (Upstate)*	141
USC – Union	36
Winthrop University*	327
*Teaching Fellows Institution	
TOTAL Cadets served	2,038

Teacher Cadet College Days

The following College Partners hosted Teacher Cadet College Days during the 2003-2004 school year.

On these Cadet College Days, college partnership coordinators hosted each of the Cadet sites on their campus. Orientation sessions, class visits, special speakers and events were held.

Most of the South Carolina Teaching Fellows institutions provided student escorts for the day. Included is the approximate number of Teacher Cadets attending each event.

COLLEGE HELPLINE

Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program, as well as others, who need assistance getting into college. Priority is given to students of color, first generation college-bound students and those planning to teach. The two basic goals in the program are to assist students with the college admission process and to provide them with information on financial aid.

In the appendix

Distribution of South Carolina Teacher Loans

SC Teacher Loan by Critical Subject

The College HelpLine (CHL) completed its 15th year of service assisting students, the parents of students and other individuals interested in information on financing a college education during the 2003-2004 school year. The role of the CHL has evolved over the years as the information provided by guidance counselors, college financial aid offices and the Commission on Higher Education has improved to meet the needs of an increasing number of students interested in postsecondary education.

The CHL newsletter, published annually by CERRA, continues to be a very important source of information for high school guidance counselors across the state. Each August thousands of copies of the updated newsletter are mailed to public and private high schools and are used as the focal point for financial aid nights hosted at many high schools during the year. General information is provided about financial aid, state-level scholarships, the SC Teacher Loan, Teacher Cadet scholarships and Teaching Fellows. The newsletter offers a comprehensive background on finding money for college.

Groups most often calling during 2003-2004

- guidance counselors
- current teachers looking for new avenues in teaching
- individuals looking to enter the teaching profession from other careers
- parents seeking funds for their child's education
- out-of-state callers interested in general information on teaching in South Carolina.

The increased use of the Internet and the information provided by individual colleges and universities and state and federal governments on their Web sites have led to a slow change in the services provided by CHL. More and more individuals are calling with regard to the Program of Alternative Certification for Educators (PACE), the SC Teacher Loan Program, Career Changers Loan, advice on add-on certification and general questions about the teaching profession. Approximately 30 percent of these calls come from out-of-state from interested individuals that have accessed CERRA's Web site.

The mainstay of all first visits to Teacher Cadet classes by the Teachers in Residence (TIRs) is the College HelpLine information. Cadet students are introduced to information on financing a college education and the teaching profession using a standardized program of overheads and the CHL Newsletter. This information is invaluable as students continue to think about their futures after high school and give teaching serious consideration through the Teacher Cadet curriculum.

The College HelpLine continues to be very successful in sharing information with students in the Teacher Cadet Program regarding money for college, especially the SC Teacher Loan. So successful in fact, that greater than 50 percent of all Teacher Loans awarded to freshmen over the last three years have gone to former Cadets (*see graphic to the right*). Part of the success of former Cadets in receiving the Teacher Loan is not only the caliber of students participating in the program but also the emphasis placed on applying for the loan early. Fewer than 15 percent of Teacher Loans awarded each year go to freshmen, so applying early is extremely important.

Teacher Loan Data	2003-2004		2002-2003		2001-2002	
	No.	%	No.	%	No.	%
Total number of Teacher Loans	1,339	-----	1,330	-----	1,523	-----
Number of former Cadets receiving Teacher Loan	488	36.4	503	37.8	572	37.6
Number of freshmen receiving Teacher Loan	168	12.5	183	13.8	318	20.9
Number of freshmen who are former Cadets	84	50.0 (of all freshmen)	107	58.5 (of all freshmen)	173	54.4 (of all freshmen)

Students that do not have access to the Teacher Cadet Program in their high schools or are not able to participate in the program are an ongoing point of concern to CERRA. Teachers in Residence and Teacher Cadet instructors are valuable resources in communicating information to students about the College HelpLine. CERRA also sends CHL Newsletters to all public and private schools, as well as home school organizations at the beginning of each school year and upon request. These groups are given permission to make as many copies of the newsletter as needed. More than 6,000 copies of the four-page publication were produced by CERRA last year, and a copy was placed on CERRA's Web site for individuals to download as needed.

Observations from the South Carolina Teacher Loan Data

CERRA has used data from the South Carolina Teacher Loan as part of its annual report for a number of years. Results of the entire 2003-2004 Teacher Loan Program Annual Report can be found in the Appendix as Exhibits D.1 and D.2.

- South Carolina, like much of the rest of the nation, is facing a shortage of teachers of color. Approximately 17.5 percent of South Carolina's public school teachers are teachers of color; just over 10 percent of all teacher loans went to college students of color. (*see table at right*)
- South Carolina is also facing a shortage of male teachers, reflecting approximately 17 percent in the teaching force. In the past three years, just under 12 percent of all teacher loans went to male students.
- South Carolina has four Historically Black Colleges and Universities (HCBU) (Benedict College, Claflin College, Morris College and SC State University) that offer teacher education programs. Over the past three years, these institutions have accounted, on average, for less than 4 percent of all individual teacher loans and less than 4 percent of the total amount of money awarded. South Carolina State University accounted for all the loans among the HCBUs in 2001-2002 and all but two in 2003-2004.

Teacher Loan Recipients by Race

Race	2003-2004		2002-2003		2001-2002	
	Number	%	Number	%	Number	%
African-American	123	9.2%	129	9.7	151	9.91
American Indian/Alaskan	3	0.2%	1	.07	4	0.26
Asian/Pacific Islander	3	0.2%	2	.15	2	0.15
Hispanic	6	0.5%	4	0.3	4	0.26
Caucasian	1,067	79.7%	1,071	80.5	1,192	78.26
Not Designated	137	10.2%	123	9.28	170	11.19

Through The Generations

When Regi Matheny graduates in the first cohort of Teaching Fellows this spring, the Barnwell native will continue a family tradition that started long before she was part of a Teacher Cadet class.

by Pamela D. Hawkins
CERRA TIR

In May, Barnwell native Regi Matheny will graduate from the University of South Carolina with a BA in English and a minor in Early Childhood education in the first cohort of Teaching Fellows.

While at USC, Regi has become involved in community service projects, and participated in monthly meetings, an enrichment workshop and development events. During her four years as a Fellow, Regi served as the chairperson of the Constitution Committee, which presented a constitution and bylaws to the Student Organization Office. As a result, Fellows was added to the campus organizations list. She has also served as Vice-President of the Fellows organization and sat on the executive committee. She plans on entering the MAT program this summer. She looks forward to one day attaining National Board Certification and an eventual administrative graduate degree.

"Not only does it (the scholarship) pay for me to accomplish my goal of becoming a teacher, it also exposes me to wonderful opportunities that I would not have gotten otherwise," Regi said. "It has become more than a scholarship to those of us at USC. It has become a support group for our professional development."

Regi's journey dates back to a time where she practically grew up in her mother's classroom.

"My mother is the best teacher I know. She was always willing

to help her students in whatever way she possibly could," Regi said. "I wanted to have a part in saving the world like she does."

Her brother William A. Matheny Jr. (Bill), a former Teacher Cadet, further influenced Regi. Bill used Teacher Cadet to build on the lessons he learned as a Boy Scout and an Eagle Scout.

"From the first time I heard about it, (Teacher Cadet) I knew that I wanted to be a part of it. It was as wonderful a class as I had anticipated it being," Regi said. "It was my first taste of actually teaching an academic lesson. It taught me that I still had a whole lot to learn before I became a teacher, but it also solidified the fact that I wanted to teach."

The influence Regi gained from the Teacher Cadets is echoed by Bill's experience as well.

"My favorite lessons were those in which we learned about the stages in a child's

close look at what was important to me."

Following the tradition of his grandfather, Luke Willis who stressed the importance of education, leadership and mentoring, Bill learned those early lessons first as a Boy Scout and later as an Eagle Scout.

"We learned and embodied the characteristics of good men," Bill said. Although in a transitional period as he prepares to leave the US Army in August, Bill said, "education and mentorship of our youth will remain an important part of my life."

Central to these two former Teacher Cadets is their mother, Margaret Willis Matheny, former elementary teacher and now Assistant Principal at Barnwell Elementary School. Besides her own classroom teachers, Margaret's greatest influence was her mother. She was not sure of her influence on Regi who she



Regi Matheny pins Pamela Hawkins during Teacher Appreciation Week of her senior year.


in education."

These two generations go back to yet a third in Wildred Brannon Willis, mother and grandmother, now retired but with a vita a mile long attesting to her commitment to education in South Carolina. She had no intention of becoming a teacher. She grew up in a teacherage (a teacher's boarding house) in Olar with her history/geography teacher mother and superintendent father and fifteen single teachers in one home. She opted to earn a business degree from Winthrop University and become an accountant.

Without a teaching degree, Wildred was in the first group to take the SC Teacher Exam; it lasted three days. Because she scored so high in the Professional Program section, she was issued a certificate.

From that auspicious beginning, Wildred went on to teach English, serve as a guidance counselor, a district administrator, adjunct professor, college supervisor, lecturer, APT and PET trainer, grant reader and Southern Association Evaluator. She retired and served on the Bamberg District 2 School Board.

These three generations have wielded a tremendous influence on young men and women in South Carolina and beyond. Regi's mentoring and gymnastics/cheering classes, Bill's influence on his soldiers who he says "validated my thoughts and ideas about leadership and mentorship."

Margaret who not only inspired her children with her "teacher modeling" but her love of children and finally Wildred, the reluctant teacher. While the future is Regi's commitment to teaching, the legacy of what Wildred Brannon Willis and her father and mother started is unmistakable. 

"It (Teaching Fellows) has become more than a scholarship to those of us at USC. It has become a support group for our professional development."

Regi Matheny

development. This helped us apply what we learned during the week and was my first exposure to the staged approach 'crawl, walk, run,' that I would use in the military," Bill said. "The most enduring lesson came during the 'cave in' in which we were able to learn about our peers in a special environment. I learned that I was a role model. I had to think hard on that realization and take a

admittedly tried to talk out of teaching. However, when I asked Regi about her inspiration to teach, she responded, "Are you kidding? My mother!" Eventually, Margaret observed Regi mentoring a young elementary student, Rodney, and saw how hard she worked with the little Afghan refugee. "I knew she was a natural! How could I not encourage her? We need more Regi's

Only after marrying and returning to the Denmark-Olar area while Luke, her husband, was in the service did Wildred have an opportunity to teach. After being asked to substitute in a business class, she knew she had made the right decision not to teach. However, in the fall of 1944 she was asked to fill in for an English teacher who was leaving, caught the magic and never turned back.

*Taken from
April 2004
CenterPoint
Newsletter*

SOUTH CAROLINA TEACHING FELLOWS

The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities through the collaborative efforts of teacher educators, school district personnel, business leaders and other education stakeholders.

CERRA is very privileged to have recruited the fifth cohort of Teaching Fellows for the 2004-2005 academic school year. We are equally pleased to announce the completion of the four years of sponsorship of our original cohort of Fellows from the 2000-2001 academic school year. This is the time that CERRA has long been “talking up” with personnel administrators across the state—the era when this first group of very special young people begins teaching in classrooms across the state.

When Request for Proposals (RFPs) were first solicited in 1999, nine (9) Teaching Fellows Institutions (TFI) were selected with the promise to provide new and innovative programs and opportunities to the Fellows. Fellows receive enrichment programs in TFIs, professional development opportunities during summer months, involvement with communities and businesses throughout the state and \$6,000 annual scholarships for four years while they complete a degree leading to teacher certification. The scholarship provides up to \$5,700 for tuition and board and up to \$300 for enrichment programs per year.

This first group has truly been the beneficiary of these exceptional programs. If the reports from the 9 campuses are any indication, this group of new teachers will begin having an impact on education in the state almost immediately. While not all of the 112 students that completed the four years, a 75 percent retention rate, will be in a classroom this fall, we fervently believe that you will be hearing about them soon.

Teaching Fellows: The Past...The Present...The Future

The Past ...

The Teaching Fellows Program came into existence in 1999 when the SC General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program in South Carolina for the first time. The program identifies gifted high school seniors who commit to the teaching profession in South Carolina. Each year, the program awards Fellowships to high school seniors (contingent upon funding) that will be entering school in the fall following their graduation. Over 853 Fellowships, out of a total of 2,784 applications, have been offered through the first five years of the program. Fellows have endured a rigorous application process that includes documentation of academic achievement, school and community activities, references, an interview, submission of

a written essay and have expressed the desire to teach South Carolina's children. See Exhibit E.1 in the Appendix for a review of the cohort sizes at each Fellows Institution for the first five cohorts.

The Present ...

The Teaching Fellows selection process will remain the same for the selection of the 2004-2005 cohort. The overall retention rate for the program during its first five years is almost 89 percent, which is not inconsequential for a new program. However, CERRA, with our deep-seeded belief in a diverse teaching force, would like to see more students of color participating in the process.

We felt the most obvious course of action was to take the five years of data we had to this point and closely look at the selection criteria used to determine which students are ultimately offered Fellowships. After a thorough examination of the application process, it was determined that the process was not unintentionally screening out certain groups of students, such as students of color or males, but was overall attracting very capable students to the program. It was decided that increasing the quantity and quality of students of color and males applying for the program was the best approach to increasing diversity.

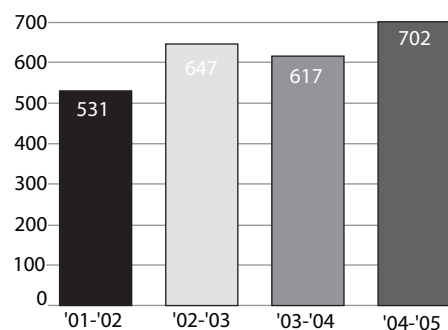
CERRA, in its efforts to increase the diversity of applicants for the Teaching Fellows Program, will begin a targeted effort this fall to invite students of color and males to apply for the program. Using our network of Teacher Cadet teachers, ProTeam instructors, National Board Certified Teachers® and a partnership with the South Carolina Alliance of Black School Educators, talented students of color will be approached on a one-on-one basis and invited by an educator to apply for a fellowship. We believe that at this time next year this Campaign will result in a higher number of applicants of color and a higher percentage of students of color in the program.

The Future ...

A successful program always needs to step back once in a while and take a good long look at itself. The Fellows Program plans to do just that over the next several years. With the input of TFI Campus Directors, the CERRA Policy Board and the CERRA staff, an instrument has been developed over the course of the past year that will be used to evaluate each institution in the network. Items will include revisiting the initial RFP, aligning annual reports with the program, meeting with education faculty and other entities on campus, looking at Fellows Senior Survey results and meeting with current Teaching Fellows on campus. All this will be used with the intent of moving the program to a higher level with the idea that CERRA can seek increased funding to expand the program to more campuses and offer Fellowships to more students.

Teaching Fellows Applicants

The number of Teaching Fellows applicants has increased from 531 to 702 in four years.

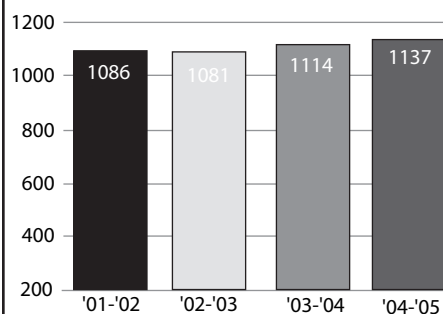


Source: CERRA

Graphic by Rico Reed/CERRA

Teaching Fellows SAT Scores

Average SAT scores Teaching Fellows cohorts has risen from 1086 to 1137 in four years.



Source: CERRA

Graphic by Rico Reed/CERRA

In the appendix

Teaching Fellows Cohort Sizes 2001-02 to 2004-05

Teacher Loans by Teaching Fellows Institution

Significant Accomplishments for 2003-2004

- Obtained funding and recruited a cohort of 150 Teaching Fellows for the 2004-2005 academic year
- Recognized graduating Teaching Fellows on May 11 on the floors of the House and Senate in Columbia with the assistance of the Palmetto State Teachers Association
- Revised Teaching Fellows Institute Annual Report to better align with the original Request for Proposals
- Conducted a Senior Teaching Fellows Online Survey to seek input from the first group of Fellows on their experiences over the past four years.
- Updated and published *Teaching Fellows Policy Manual*

Teaching Fellows Institutions and the SC Teacher Loan

Teaching Fellows Institutions as a whole have been very good at providing all their education majors information on the SC Teacher Loan. The Loan information is provided to all students that come in contact with any CERRA program whether it is through the Teacher Cadet Program, the ProTeam Program or the College HelpLine Newsletter. TIRs, in their visits to Teacher Cadet classes, stress the importance of applying for the loan early and the need to pass the Praxis I test before the sophomore year if the funds will be sought after then.

As a group, these 11 TFIs, of the 32 colleges and universities that qualify for the Teacher Loan, accounted for over 55 percent of the total loans and amount of money awarded over the past two years, providing a significant source of funds for Teaching Fellows and other students interested in becoming public school teachers in South Carolina. (See Exhibit E.2 in the Appendix)

Teaching Fellows Cohorts • 2001-02 to 2004-05

Freshman Year of Cohort	# of Awards	# of Applicants	# of School Districts	Average SAT	Female	Male	Minority	# of Teacher Cadets
2004-2005	150	702	52 of 85 (61%)	1137	124 (83%)	26 (17%)	16 (11%)	101 (67%)
2003-2004	200	617	56 of 85 (66%)	1114	169 (85%)	31 (16%)	18 (9%)	135 (68%)
2002-2003	200	647	56 of 85 (66%)	1081	177 (89%)	21 (11%)	38 (19%)	136 (68%)
2001-2002	150	531	59 of 86 (69%)	1086	135 (90%)	15 (10%)	21 (14%)	97 (65%)

TARGET RECRUITMENT

The Target Recruitment Initiative articulates the Center's mission by assisting the under-served geographical areas in South Carolina in building a strong continuum for teacher recruitment and retention.

In the appendix

Passenger seat file

Target Recruitment and Retention: How are we doing?

Target Recruitment Tally Sheet

The growing demands for recruitment and retention of highly qualified teachers in our state have shifted the emphasis of target recruitment at the Center. Target recruitment efforts have focused on enhancing the awareness that each school district has an equal opportunity to benefit from the Center's continuum of programs and services that are designed to address their immediate and long-term needs.

Assessing the Need for Target Recruitment

Mirroring school districts throughout the United States, South Carolina continues to face challenges to recruit and retain teachers – especially in “hard-to-staff schools” often located in small rural settings. Data from the Supply and Demand Survey depicts an increasing number of PACE and new teachers entering the teaching profession. Each year these teachers equate to over 3,000 of the new hires in our state's teaching pool of over 47,000 educators. Despite efforts to recruit the most highly qualified teachers to educate our students, attrition rates remain at a steady rate and vacancies still exist in many of our most needy school districts.

Responsibilities

- Contact key school district personnel in order to make recommendations for recruitment and retention efforts
- Analyze information on recruitment and retention and communicate needs to CERRA staff
- Assist districts in establishing a continuum of recruitment and retention

Accomplishments

2003-2004 Goals Met

In order to make recommendations to key district personnel in the areas of recruitment and retention, CERRA staff created a profile of each school district using seven of CERRA's program services. Teachers in Residence rated each district (see Exhibit F.3 in the Appendix), which then became a “Target Recruitment and Retention Profile,” (see Exhibit F.1 in the Appendix). This information was analyzed and communicated to the CERRA staff, who then made decisions determining which districts we would target for establishing a full continuum of services and which Teacher Cadet “sleeper sites” should be targeted for

re-establishment. As the Teachers in Residence visited each district, the Profiles provided a visual representation, which gave key personnel a look at how their districts were utilizing the programs available in the areas of recruitment and retention.

Target Recruitment and Retention Profiles

- The name of the district and the district teacher turnover percent.
- The high schools with Teacher Cadet programs and the total number of schools in the district. Contact information for the pre-collegiate Program Director information was included.
- The South Carolina Teaching Fellows applications since 2000 and the Teaching Fellows awarded. The Program Director information is included.
- Whether or not the district was represented at the previous year's EXPO. The number of online applications accessed in 2003. The database manager contact information is included.
- The number of Cognitive Coachingsm trainees, Santa Cruz New Teacher Center trainees, the number of NBCT's[®] and whether or not an active Teacher Forum exists. The Program Director contact information is included.

Full continuum sites: Following the rating of each district, based on the judgment of the Teachers in Residence, three districts were chosen for CERRA to assist in establishment of a full-continuum of recruitment and retention.

- **Sites targeted: Clarendon 2, Orangeburg 2, Orangeburg 3**

Out-of-Network Sites: Each Teacher in Residence contacted sites without former Teacher Cadet classes or sites with no trained teacher.

Sleeper Sites: These sites refer to schools that had former Teacher Cadet classes and employ a trained instructor but no class.

Number of visits made to District Personnel by the TIRs:

- Total number: 51

Passenger Seat Files

As TIRs make site visits, a passenger seat file with parallel information to the District's profile updates each district's involvement. This file contains information on the district's rating, teacher turnover percentage from the previous year, the Teacher Cadet sites and the overall number of high schools in the district, the number of Teaching Fellows applications and the Fellowships awarded, the number of teachers trained in either Santa Cruz or Cognitive Coachingsm, and the number of National Board Certified Teachers[®] in the district. (See Exhibit F.2 in the Appendix.)

The file provides space for contact information in the district, the name of the NBCT district liaison and space for TIRs to take notes about their visits to the districts.

TEACHER DATABASE & ONLINE APPLICATION

Mission: The purpose of the online statewide teacher application is to provide the public school districts of South Carolina with qualified teaching applicants, to facilitate teachers in their search for positions within the public school districts by completing one application one time and to help meet the need for teachers in South Carolina's critical need areas – both subject and geographic.

The creation of the online application resulted from collaboration among the Personnel Division of the SC Association of School Administrators (SCASA), the Information Technology Department at Winthrop University and CERRA. The online application is available to anyone who has access to the Internet. Online Teacher Application Information Packages are distributed by request and free of charge. The package includes information on South Carolina teacher certification, district contacts, geography of the state, critical need areas, current South Carolina teacher vacancies and instructions on how to access the Online Application. The Teacher Vacancy List is published on the 1st and 15th of each month and is available on the CERRA Web site, which is updated daily as districts inform CERRA of changes. The online teacher application is available to help all districts by providing them access to the many teaching candidates who have applied online.

The CERRA Web site (www.cerra.org) allows users to access the job vacancy information via the Internet. The Center also distributes the Teacher Database Manager's e-mail address to all South Carolina personnel administrators for their means of communication to update information regarding job vacancies.

CERRA advertises in three daily newspapers every other Sunday, inviting teachers to apply online. The online application is supported by the State Department of Education Teacher Certification Office that sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. Thousands of teachers across the nation who receive information about the annual SC EXPO for Teacher Recruitment also receive an invitation to apply online.

The online application was activated in October of the 1999-2000 fiscal year, and there are over 44,000 applications online (not all finalized) as of June 30, 2004. Nearly 600 teachers requested online application packages, vacancy lists, certification, critical needs, EXPO and other CERRA information via telephone and mail, with over 170,000 Web site contacts. During the 2003-2004 school year, all of the 85 South Carolina school districts and several special and private schools utilized the online application system. Private schools may advertise and have access to the online applications for an annual fee of \$250.

More than 900 teachers from 35 states and two foreign countries registered for the 15th Annual EXPO where information about the online teacher application was available to

In the appendix

Job Bank Statistics
2003-2004

Longitudinal Job Bank
Statistics

teachers, and the system was accessible to personnel directors. Many teachers completed the online application as a result of the EXPO job fair. These efforts increased in-state and out-of-state listings in both critical and non-critical subject areas.

The Online Application has become increasingly important as CERRA staff assist former Teacher Cadets, ProTeam students and Teaching Fellows in finding teaching jobs in South Carolina. The online application requests information about involvement in the Teacher Cadet Program and the SC Teaching Fellows Program. Since its inception in October of 1999, more than 2,500 applicants have indicated they are former Teacher Cadets, and 89 indicate that they are SC Teaching Fellows (first year for Fellows to apply).

TEACHER RECRUITMENT EXPO

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

In the appendix

Phone and Web site
responses to news-
paper ads

Responses by Location
Where Newspaper
Ads Were Placed

EXPO Participation
Rates of Districts
and Applicants

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs. The 15th annual job fair was held in Columbia, South Carolina, June 7, 2004. The EXPO was co-sponsored by CERRA, the South Carolina Association of School Administrators – Personnel Division (SCASA), the State Department of Education's Division of Teacher Quality and the State Department of Education's Office of Teacher Certification. Ann Byrd of CERRA and Robert Scarborough of SCASA served as co-chairs of the 2003-2004 EXPO.

The Center assumed responsibility for all state and national publicity, including media contacts and answering over 900 mail and telephone inquiries. During the EXPO event, CERRA staff members sponsored an on-site booth where teachers were encouraged to apply online, and districts were given access to the completed online applications. Staff members provided general staff support for the workshop and published the EXPO Teaching Vacancy list.

Fifty-four South Carolina school districts took part in the EXPO, with more than 900 teachers registering online from 35 states and two foreign countries. The 2004-2005 EXPO will be held in Columbia on June 6, 2005.

Cruzing Toward Success

How CERRA is using the "Santa Cruz Model" to help fight teacher attrition



Kathy Schwalbe
Program Director

"CERRA staff members will train 100 mentors and administrators in South Carolina using what has become known as the Santa Cruz Model."

One of CERRA's initiatives is to improve mentoring for beginning teachers who are leaving our classrooms in droves. One of the ways we plan to accomplish this goal is by offering advanced mentor training free of charge to school districts with the highest teacher turnover rates.

According to a January 2003 report of the National Commission on Teaching and America's Future, *No Dream Denied: A Pledge to America's Children*, the real school staffing problem is teacher retention. Nationally, teacher attrition is continuing to increase as the number of entrants into the field of education increases; therefore, our classrooms continue to have revolving doors that move teachers in and out of our schools. This activity does nothing to strengthen the standards and practices in place to increase student learning or the learning communities that support strong teaching. It is a practice that has become commonplace for many of our state's administrators who are already stretched to meet the needs of students, parents and teachers.

As recruitment programs continue to be important in our state, it is now critical for districts to be aware of teacher turnover and its impact on student achievement and staff morale. For that reason, CERRA wants to strengthen mentor training and awareness for administrators

and teachers by offering effective training and tools for those who wish to address turnover and slow the tide of educators leaving the classroom.

Thanks to BellSouth and its funding for advanced mentor training, CERRA staff members will train 100 mentors and administrators in South Carolina using what has become known as the "Santa Cruz Model." Ann Byrd and Kathy Schwalbe, trained a year ago at the New Teacher Center at the University of California – Santa Cruz, became certified to conduct the two-day training titled *Foundations in Mentoring: Professional Development for Those Who Work with Beginning Teachers*. The grant from BellSouth enables CERRA to provide the training and materials at no charge for educators interested in improving mentoring and retention efforts in our state. All districts are invited to contact CERRA for more information about how to become involved in this effort.

As one of the nation's leading organizations in mentor training, the New Teacher Center model offers a philosophy which supports the notion that beginning teachers must be supported as learners of high teaching and learning standards so that they can do more than simply survive those first few years in the classroom. This training offers information and tools that allow mentors to move new teachers toward excellence in the classroom as they plan, teach and reflect. No matter where a district may be with retention efforts, this two-day training will have a great impact on improving mentoring through information, networking and leadership opportunities with CERRA.

Funding is limited so it is important for districts interested in learning more about this professional development opportunity for mentors and administrators to contact Kathy Schwalbe at schwalbek@winthrop.edu or 888.551.3804. ☺



Certified as an instructor in 2002, Kathy Schwalbe teaches during an April 2003 Santa Cruz Training held at Winthrop University.

Taken from October 2003 CenterPoint Newsletter

TEACHER RETENTION AND QUALITY

Keeping the ones we have: Educator retention in South Carolina

One of our greatest challenges is raising the level of retention of educators in South Carolina, and the reason we are at a crisis level with keeping our teachers is that our best efforts to recruit are still thwarted by the general lack of support of our most talented new teachers when they enter our state's classrooms as novices. When we should be welcoming these new professionals with enthusiasm and encouragement (not to mention the expertise we can gain from them), we often find that the recurring mentality of “sink or swim” is still firmly entrenched in schools and districts that are experiencing high turnover of teachers and administrators.

Our recruitment programs are accomplishing our goal to identify and attract South Carolina students and career changers into the teaching profession only to discover that these very motivated, enthusiastic beginning teachers will face hurdles that continue to contribute to an attrition rate that has become commonplace. As a result, South Carolina loses teachers at approximately the same rate reflected in national numbers: 14 percent after one year, 24 percent after two years, 33 percent after three years, 40 percent after four years and 46 percent after five years (Ingersoll, 2002).

The cost of teacher turnover is significant; however, we must acknowledge that every time a teacher leaves a school community, it takes a toll on administrators, teachers and students who feel the ripple effect of losing professionals who not only invested a great deal of time and money preparing themselves for the classroom, but also required time, training and preparation by school and district personnel. All of this effort can be better spent on student achievement if only we can stabilize our schools through effective mentoring.

Plainly said, it does not matter how strong teacher preparation programs may be (traditional or alternative). Beginning teachers who are not supported by an effective and formal mentoring program will leave the classroom, contributing to what Richard Ingersoll calls a “revolving door occupation with relatively high flows in, through and out of schools” (*No Dream Denied*, 29).

Reforming the Practice of Mentors: Building on Collaborative Partnerships

The attrition rates in South Carolina (and those of the nation) are burned in the brains of those educators who have served on the state Mentoring and Induction Committee, formed by State Superintendent Inez M. Tenenbaum and led by CERRA and the Division of Teacher Quality at the State Department of Education. In addition, guiding principles of our nation's most effective mentoring programs (some boasting 80 – 90 percent retention rates) have moved to the forefront at the state level. What does this mean for beginning teachers and the experienced veterans who are assigned to mentor them?

For CERRA, it means that new attention is being given to teacher quality through the act of not only retaining beginning teachers, but also providing formal training and sustained support of the mentors themselves. The philosophy has become one that establishes the idea that if we effectively train and support mentors, they, in turn, will effectively train and support beginning teachers, giving our students the brand of learning experiences they deserve. Therefore, the shift in thinking must become that district leaders must focus on the improvement of all teachers through strong mentoring programs. Only then will our schools become places where beginning and experienced teachers will want to work.

What Matters to Teachers: Conducting the SC Working Conditions Survey


In addition to its work with the state Mentoring and Induction Committee, CERRA partnered with the State Department of Education and led efforts to collect data on our schools and teachers through the SC Working Conditions Survey conducted in the spring. Provided by the Southeast Center for Teaching Quality and LearnNC, this survey was aligned with the survey of North Carolina educators; however, South Carolina made it their own by adding a domain of questions focused on mentoring. The report of the survey results will be available in the fall of 2004. Since we will be able to analyze the data with regard to mentor and beginning teacher responses, plans to reform our state's mentoring and induction programs will be strengthened with information and feedback from those who know our schools and their cultures from the inside out – our classroom teachers. As partners in this project, CERRA has continued to tap the potential of leaders in our network as we garnered support for the completion of the survey through the work of Teachers in Residence, district Teachers of the Year, National Board Certified Teachers®, Teacher Cadet and ProTeam instructors, and College Partners. Once again, CERRA's network of educators responded to the call for teacher voices as building-level Teachers of the Year were asked to disseminate the survey letters and codes.

Reflection of the process has already produced new ways of approaching another effort of data collection and research as we begin to move forward with plans for making similar surveys available to educators every two or three years. In the meantime, obtaining analyses and reports that are comparative to those in other Southeastern states will strengthen our work and keep a concerted focus on improving working conditions and creating more effective learning communities in our schools.

Providing Effective Training: Evolution of the "Santa Cruz" Model for South Carolina

CERRA continues to serve as a provider of one of the nation's most effective mentor trainings, Foundations in Mentoring: Professional Development for Those Who Work with Beginning Teachers created by the New Teacher Center at the University of California – Santa Cruz. Once a small part of CERRA's retention initiative, this training has grown tremendously since its beginning as a result of a BellSouth Opportunity Grant two years ago.

This program stands out as one of the strongest because it is rooted in the premise that the practice of all teachers improves when beginning and experienced teachers operate in a culture that plans, teaches and reflects with one another on a regular basis. As such, it has become popular with districts interested in not only supporting beginning teachers, but also improving the work of all teachers and administrators so that cultures become ones



Teacher Working Conditions Survey
Available On-line April 15 - May 21

"I strongly encourage participation in this survey. The results will provide us with valuable information in our efforts to make working in South Carolina's public schools a rewarding experience."



Let your voice be heard about these topics:

- professional development
- teacher empowerment
- facilities and resources
- school leadership
- mentoring
- time

"It is exciting to contemplate a survey of educator voices that will allow us to reshape the future."
—LIZ THOMAS, Director of Education

"This survey presents an opportunity for education stakeholders and policymakers to direct their attention to the trust experts: the practitioners making a difference every day in the field."
—Ann Ike, Director, CERRA - SC

Survey available on-line April 15 - May 21
To learn more about the Working Conditions Survey, visit www.cerra.org or www.sctechnet.org

The New Teacher Center - Improving student learning by supporting the development of an inspired, dedicated, and highly qualified teaching force.

that support student and adult learning.

At the end of June 2004, 150 educators completed the two-day training, bringing CERRA's total of Santa Cruz trained teachers to 243. Participants in the training represent forty-seven of the eighty-five districts in South Carolina with Aiken, Marlboro and Richland 2 school districts leading the state in the number trained.

As the numbers grow, CERRA staff members continue to gather information and refine the training to best fit the needs of South Carolina teachers and administrators. In this effort, all mentoring tools in the training are being adapted to align with ADEPT Performance Dimensions and what South Carolina school districts should know and be able to do to support mentors in deeper ways, thus improving support of beginning teachers and the students they are assigned.

Meditating the Growth of Professionals: Cognitive CoachingSM as a Tool for School Improvement

Mission Statement of the Center for Cognitive CoachingSM: To produce self-directed persons with the cognitive capacity for high performance, both independently and as members of a community

All staff members at CERRA have been involved in the development of professional growth through Cognitive CoachingSM, and, as ones who have “walked the walk,” it has become increasingly important to deepen our work with these skills and enable ourselves to support the educators we serve through direct coaching. We are offering training for those mentors and administrators who are interested in reshaping and reculturing schools around professional growth of the adults who work in our schools. Support of professionals that involves self-assessment and self-monitoring is key to Cognitive CoachingSM, thus attracting CERRA to this work and honoring our teachers and administrators through mediation and support.

Research conducted by Carol Sanford found that “value judgments and advice from others reduces the capacity for accurate self-assessment. Feedback that is data-driven, value-free, necessary, and relevant, however, activates self-evaluation, self-analysis, and self-modification” (*Myths of organizational effectiveness at work*. Battle Ground, WA: Springhill. 1995.) In addition, research indicates that teachers who practice artful coaching questions and who model coaching behaviors teach students how to think more deeply about their work and reflect upon their work as learners.

Therefore, Cognitive CoachingSM is a vehicle for meaningful and relevant support for learners who are willing to assess their practice and adjust their behaviors in order to increase their own learning and that of others. At the heart of this training, we have learned the subtle differences between support services we, as educators, offer learners: evaluation, consulting, collaborating and coaching. Essentially, the act of Cognitive CoachingSM is concerned with the mental processes a learner experiences rather than other forms of interaction that focus on events or behaviors.

In order to assist schools that expect high levels of performance from teachers and students, CERRA has continued to focus upon the development of trainers and trainings for all educators. By the end of June, 89 educators, representing 38 school districts and the State Department of Education, completed the Eight Day Foundations Seminar for Cognitive CoachingSM. This brings CERRA's total to 123. Three CERRA staff members are nearing the end of a three-year commitment to becoming certified trainers in order to offer this seminar to all school districts interested in improving retention.

NEW WAYS OF LOOKING AT OLD IDEAS: REFINING THE WORK OF TEACHER LEADERS

In addition to serving as an advisory body, these educators also serve as positive voices for education reform and professional growth for all teachers. More importantly, they work to increase the level of teacher quality in order to raise the level of student achievement in South Carolina schools.

Classroom teachers who yearn for leadership may get to CERRA and its rich network of educators on any one of a number of paths. The oldest path is, of course, through the Teacher Cadet instructor experience or, more recently, by becoming a National Board Certified Teacher® (NBCT) who wants to continue to work with national teaching standards and candidates. No matter how these teachers arrive at our door, they are recognized as accomplished leaders who deeply understand the need for teacher voices and leadership in all areas of recruitment, retention and advancement for our profession. These teachers are, in every sense, the lifeblood of CERRA and the reason it exists.

Over the past three years, CERRA has explored new ways of respecting and honoring the expertise of teachers in our programs while making the best use of their time and energy. With some previous small attempts at blending our teacher leaders groups, June 2003 marked the biggest step yet as two of our groups came together for the first combined Summer Workshop, the traditional planning retreats for the South Carolina Teacher Forum's Leadership Council and the Board Certification Network's Policy Board. During this three-day meeting, it became obvious that these teacher leaders had similar desires, the greatest of these being the need to grow and learn as professionals who can have an even greater impact on students and colleagues. And, with blended goals for the year (and a higher level of collaboration to achieve them), CERRA's new infrastructure for leadership emerged.

Two chairpersons led the work of the Teacher Leaders and modeled the shared values and goals for the group: Jason Fulmer, 2004 SC Teacher of the Year and Forum chair, and Jane Hardin, chair of the Board Certification Network. Together, they planned and oversaw regular meetings and workshops for the combined group and led efforts to increase



Teacher
Leaders
SOUTH CAROLINA

membership through local (district) Teacher Forums and trainings for NBCTs interested in candidate support and leadership. Over the course of the year, Jason and Jane came in contact with over 200 District Teachers of the Year, local Forum chairs and NBCTs. In every interaction, participants were given the opportunity to

- Receive critical information about educational policies and legislation
- Network with state leaders, CERRA staff members and one another
- Explore leadership opportunities and trainings offered by CERRA and other state agencies and organizations.

Serving District Teachers of the Year: Teacher of the Year Leads Forum

As one half of CERRA's Teacher Leaders, the SC Teacher Forum achieved several notable goals for the 2003-2004 school term. All Board Certification Network Policy Board members were invited to attend Teacher Forum events that, in the past, were reserved for District Teachers of the Year. Including these teachers in these events gave Chair Jason Fulmer and CERRA staff members the opportunity to share CERRA's mission of increased collaboration for accomplished teachers at the state level and in local districts that traditionally hold separate events for teachers who have achieved National Board Certification®. At each Teacher Forum event, Jason and CERRA staff modeled the high level of collaboration necessary for true teacher leadership growth.

Members successfully sponsored and/or implemented the following:

2003-2004 Teacher Leaders Summer Workshop, June 2003

Under the leadership of the newly-selected Teacher of the Year and the Board Certification Network of South Carolina Educators (BCNSCE) Chair, the South Carolina Teacher Forum (SCTF) Leadership Council and BCNSCE members convened in Rock Hill June 17-18, 2003, to determine the goals for the year and begin workshop planning for the two scheduled networking workshops slated for the year. During this session, the Teacher Leaders engaged in team building and goal-setting activities. The participants received information about teacher leadership, CERRA initiatives, Division of Teacher Quality initiatives, the Teacher Leaders Conceptual Framework and the missions of the SCTF and BCNSCE. At the close of the retreat, the Teacher Leaders established a schedule for subsequent meetings including the formation of committees and timelines.

Fall Workshop, September 30, 2003

The SCTF sponsored the 2003 SC Teacher Forum Fall Workshop on Tuesday, September 30, 2003, at the BellSouth Building in Columbia, SC. The workshop theme, developed out of the SCTF Leadership Council's quest for teachers to find their public voice was "*Des-*

2003 - 2004 Teacher Leaders Goals and Strategies

Provide support for the professional growth and leadership of South Carolina educators

- Provide teachers information on how to begin a district Teacher Forum
- Provide professional development through service on state level committees
- Create panel discussions/workshops on outstanding programs
- Assume leadership roles and responsibilities tied to state level initiatives

Raise the level of efficacy of South Carolina educators for educational policy and issues

- Gain information about local, regional, state and national level issues and initiatives
- Provide the state's first Teacher Leaders Symposium
- Provide networking opportunities with other teacher leaders, school leaders and legislators
- Provide strategies for teachers to network with local, state and national policymakers

Raise awareness and increase support of effective mentoring programs

- Allow experts to share best mentoring practices, provide training in various recruitment and retention programs
- Explore the research concerning teacher retention with schools and districts
- Network with other accomplished teachers throughout our state to share best mentoring practices

tion Leadership: Mapping a Course of Action."

Fifty-nine District Teachers of the Year joined the Leadership Council members and CERRA staff members to work on the 2003-2004 Teacher Leader goals and mission and to learn how to implement the established goals and enhance their local school communities and forums.

Special guests included Debbie Elmore, the Communications Coordinator for the SC Education Oversight Committee; Dr. Jean Norman, Director of the South Carolina School Improvement Council; and Molly Spearman, the Deputy Superintendent for Governmental Affairs at the South Carolina State Department of Education. Elmore highlighted recognition pieces for District Teachers of the Year to return to their schools and display. Dr. Norman raised the awareness of the role of the School Improvement Council and the need for Teachers of the Year to serve on local school improvement council committees. Spearman emphasized the need for teacher voices at the Statehouse and provided information about educational policy and how a bill moves through the legislative process.

Winter Workshop, February 2004

The SCTF hosted the 2004 Winter Workshop February 4-6, 2004, at the Springmaid Beach Resort and Convention Center in Myrtle Beach. Sixty-two District Teachers of the Year attended. The workshop was a unique event that included our nation's Teacher of the Year, Dr. Betsy Rogers; some of our former SC Teachers of the Year who served on a Teacher Leader Panel; Eric Hirsch, Senior Director of Policy and Partnerships from the Southeast Center for Teaching Quality; John Norton and Tammy King, coordinators of the Teacher Leaders Network; and Dr. Janice Poda, Senior Director at the Division of Teacher Quality at the State Department of Education.

The goals of the workshop were to celebrate these accomplished and outstanding teachers, expose them to the established goals, allow them time to exchange ideas and practices and focus on teacher leadership in South Carolina and their role as teacher leaders. Teachers were given an opportunity to reflect on these goals and then formulate their roles as teacher leaders once they returned to their perspective districts and forums across our state. On opening night of the Winter Workshop, the

SCTF sponsored a local Teacher Forum showcase to highlight the accomplished work of our local forums across the state. Districts with Forums participated in the poster session to foster an opportunity for networking, collaborative efforts and suggestions for others who are working to create and sustain local teacher forums in their districts.

Eric Hirsch led teachers in a session on policy and teacher leadership where teachers were actively engaged in defining teacher leadership in South Carolina and what we, as educators, need to do to have a more positive impact on education. Thursday afternoon goal sessions were led by SCTF Leadership Council Members. The sessions focused on Teachers as Leaders, Teachers as Mentors and Teachers as Advocates for Professional Development. Friday's session included networking opportunities for forums in the categories of beginning, emerging and established forums. Dr. Janice Poda provided current updates regarding policy and the federal legislation No Child Left Behind. Regional meetings were held to foster collaboration among forums located within the various regions served by CERRA Teachers in Residence.

This year's silent auction raised over \$2,300 for the Teacher Cadet Future Educator Scholarship.

Incentives/Business Partnerships

The SC Teacher Forum Leadership Council and South Carolina Teacher Forum have truly benefited from the out-pouring of support from the statewide business community. Businesses were contacted throughout the year soliciting support for the Leadership Council, teachers across the state and the Teacher Forum in a variety of manners. Businesses provided incentives for the District Teachers of the Year for both the Fall and Winter Workshops, contributed gift items for Leadership Council Members at all of the Leadership Council meetings and donated items for workshop bags.

Special appreciation is extended to the following businesses for their support of public education and our state's teaching force: Adluh Flour of Columbia; BellSouth; Creative Program Planners; Lionel Smith Ltd; Paramount Carowinds Theme Park; R. L. Bryan; South Carolina Department of Education's Division of Teacher Quality; South Carolina State Museum; Springmaid Beach Resort and Conference Center; State Farm; Ways to the Heart and Washington Mutual.

Leading from the Classroom: A Literacy Coach Makes Impact on State

Jane Hardin, NBCT and Literacy Coach for York 3, chaired the Board Certification Network at CERRA. This group boasts 58 members, all NBCTs® in South Carolina who were welcomed to the Network through training provided with a \$5,000 grant from State Farm Insurance Companies. Not only did Jane work closely with Jason to form the Teacher Leaders, she also oversaw the work of five Region Leaders, NBCTs® who were given the opportunity to plan and coordinate recruitment and retention of National Board Certification® efforts across their regions of the state.

Board Certification Network

Accomplishments:

- Awareness Meetings for First-Time Candidates
- Candidate Support Meetings for First-Time and Retake Candidates
- Professional Growth Opportunities for NBCTs
- Higher Levels of Communication and Collaboration with District Liaisons

National Board Region Leaders

Region 1: Ed Epps, Spartanburg
 Region 2: Leslie Sanford, Greenwood
 Region 3: Malia Dunn, Chesterfield
 Region 4: Jo Ann Sherbine, Clarendon
 Region 5: Anna Dassing, Charleston.

Sustaining the Development: Turning Inward to Increase Capacity and Credibility

Roland Barth, renowned educator and author, describes schools in general as having “an overabundance of underutilized talent” in the form of teacher leaders who quietly go about the work of educating students and supporting the work of their colleagues. It is CERRA’s mission to continue the cultivation of a rich history of tapping into the expertise of teacher leaders and making sure their voices are heard by state leaders, legislators and policymakers.

Board Certification Network of South Carolina Educators

Ann Byrd	CERRA
Sara Doolittle	Greenville
Louisa Jane Fleming	Pickens
Karen Garr	NBPTS
Jane Hardin	York 3
Carol Hill	CERRA
Angela Hill	Richland 1
Libby Ortmann	Sumter 17
Janice Poda	Division of Teacher Quality
Cyndi Pride	Beaufort
Stephenia Richardson	Dorchester 2
Wardie Sanders	Darlington
Kathy Schwalbe	CERRA
Tomiko Smalls	Aiken
Bertha Timmons	Florence 4
Virginia Ward	Charleston
Sabrina Williams	Lexington 1

This year, as we have implemented great changes in our work with teacher leaders, we reflect upon the successful blending of two of our most accomplished groups of leaders and celebrate their work. These teachers not only had significant impact in their respective districts, but also influenced policy that touches all teachers and students in South Carolina. CERRA is honored to be the megaphone for these teacher voices and anticipates more rigorous efforts to improve teaching and learning in our state. We will continue to value the model and honor the work and dedication of these teachers as we improve the cultures of our schools so that all teachers can be given the opportunity to lead.

South Carolina Teacher Forum Leadership Council

Randolph Brooks	Richland 1
Sonya Bryant	Laurens 55
Diane Champion	Sumter 17
Steven Eisele	Lexington 1
Linda Foster	Orangeburg 5
Jason Fulmer	CERRA
Celeste Harris	Darlington
Harriet Hetzel	Dorchester 2
Barbara Jenkins	Richland 2
Jamie Laymon	York 3
Marlene Lemon	Dorchester 4
Julie Lovell	Horry
Christi McCollum	Richland 2
Deborah Minick	Saluda
Morgan Nolte	Anderson 4
Jerry Robertson	Pickens
Lynn Wilson	Oconee

Each One, Reach One

Since achieving National Board Certification in 2000, Christina Hunter has been on a quest to help others do the same

by Rico R. Reed
CERRA Public
Information Coordinator

As thousands of teachers across the state anxiously awaited the release of their National Board for Professional Teaching Standards (NBPTS) scores, Greenville's Christina Hunter said it felt as if she was going through the process all over again.

A third grade teacher at Sara Collins Elementary in Greenville, Hunter achieved National Board Certification in 2000 (Early Childhood/Generalist). Instead of doing what she defines as "closing the door to your classroom," Hunter has taken an active role in supporting other teachers in achieving National Board Certification.

"I feel like I'm in those shoes all over again. I've worked with at least seven teachers at my school on a day-to-day basis so I'm unbelievably nervous along with them," Hunter said. "You can't go back into a classroom and shut your door after National Board. If you do, you have truly not taken the journey

and you have not been able to see what the process is all about."

Named Greenville County Teacher of the Year for 2001-02, Hunter accepted her awards of a laptop computer and a trip for two to New York in honor of all the teachers who like to "teach out of the box." Since then, she has embraced her role as a teacher leader in her school, county and state. Through the recognition and leadership roles Hunter has taken on, she's also become a reliable source for media outlets such as the Greenville News.

"It's the message that is important. If I am the one they put up there to get people to read the message, so be it," Hunter said. "It's absolutely about the children and doing what is right. I really speak from the heart because this is my passion."

"Everybody is always looking for the bottom line and the bottom line is that we are making things happen. There are some good things going on in South Carolina classrooms."

— Christina Hunter
The Greenville News
January 2003

Year for 2003-04. As great as the recognitions have been, Hunter said the results in her students are the real reward. She points to her National Board experience



A mother of three, Greenville's Christina Hunter was named PTA Teacher of the Year for 2003-2004. Hunter teaches third grade.



teaching is all about," Hunter said. "I know we have to do what is necessary for each and every child. Teachers are leaders in the community as well as in the school. In the community we are seen as teachers and we have to be reminded that is the role we play."

as a defining career moment.

"National Board has really deepened my belief in what

have to be reminded that is the role we play."

Hunter didn't grow up dreaming to be a teacher. Although she was making a difference in the Greenville community as a counselor with the Housing Authority, she points to one statement from one child prompting a move to teaching less than a decade ago. "I want you to be my counselor when I grow up," were the words from the child.

Setting aside an undergraduate degree in human resources, Hunter resigned from her position a month later determined to show other children that they had better options in life than to end up in a counselor's office. After earning her master's in elementary education from Converse College, Hunter stepped into the classroom.



A former counselor with the housing authority in Greenville, Hunter's days are a bit different now.

Taken from December 2004
CenterPoint Newsletter

D.M.D. To NBCT

In less than a decade, Sally Nesmith has gone from opening mouths to opening minds. Earning National Board Certification was the icing on the cake.

by Virginia Ward
CERRA Teacher in Residence

In the fall of 2000 when I received my National Board Certification in Adolescent and Young Adult English Language Arts, Sally Nesmith came to my classroom to embrace me, hand me a note of congratulations and give me a golden apple that still sits on my bookshelf.

A year later when Sally achieved National Board Certification in Adolescence and Young Adulthood/Science, she again appeared at my classroom door. This time she was gripping a paper in her hand and struggling to control her emotions. All it took was my catching a glimpse of "Congratulations," and there was an emotional outpouring from both of us.

In the meantime, my students sat silently fixed on the dramatic scene that was unfolding, and my student intern, thinking that perhaps a personal tragedy had occurred, stood up to take over my class as Sally and I stepped out into the hall. When I came back into the classroom a minute or so later, it took some reassuring on my part to convince my students that they had actually been witnessing tears of joy. Paradoxically, the National Board Certification process creates a bonding among all who experience it in their diverse ways.

Sally started as an English teacher 27 years ago. But after a year of teaching, she felt this facet of education was not a match for her passions, so she entered dental school and four years later became Dr. Sally Nesmith, D.M.D. She would go on to enjoy successful dental practices in Georgetown, Maine and Pennsylvania. Seven years ago, when she decided to return to South Carolina, Nesmith faced a lengthy recertification process to renew her license to practice dentistry in our state, so she took a teaching position for what she thought would be a year. As a science teacher, Sally discovered her passion, and realized that looking at the faces of adolescents learning was more exciting than looking inside the mouths of patients.

Combining her expertise in both fields, Sally embarked on a two-year

study to evaluate students' absences could be used as an indicator of oral and general health trends. Upon completion of this study, Sally was honored in Washington, DC as the recipient of a prestigious national award granted by the Friends of the National Institute of Dental and Cranial Research.

Asked why she decided to pursue yet another certification long after she earned her title of doctor in dentistry, Sally gave credit to her colleague and fellow NBCT Sue Morrison. A well-respected marine biology and chemistry teacher in the science department at James Island Charter High, Morrison wanted to pursue National Board Certification and asked her co-workers to form a team to study and prepare together.

Sally saw the opportunity as a means of not only earning a greater salary but also earning greater respect as a professional educator.

"If we want our profession to be considered professional, we must pursue every professional avenue available to us," Sally said. "Teamwork was everything. I loved those

"If we want our profession to be considered professional, we must pursue every professional avenue available to us."

Sally Nesmith, James Island Charter High School, Charleston

people before we started work on our portfolios and assessment, but now we're soul mates. We speak the same language."

However, she touched the very heart of her goal when she, a single mother, said, "I pursued National Board Certification for my children. If I model seeking extremely high goals for myself, my three children will in turn seek higher goals for themselves."

Comparing the work she did for National Board Certification to her work for her dental licensure, Sally said that National Board was a "more personal experience," and therefore, she felt "more vulnerable." She used the image of someone holding up a mirror to study the reflection of how she looked and acted every day in her profession.



After spending much of her life as a dentist, Sally Nesmith returned to the classroom to teach science at James Island Charter High.

It was this self-examination that gave the process such an intensity.

As a dentist, Sally made a diagnosis for one patient at a time in an academic, systematic process that did not require her to evaluate her own philosophies,

evaluation and learning by rethinking and reworking the unit on which she had not done as well as she had expected.

"After I got over the feeling of being 'insulted' by that one score, I set about to prove to myself that I could 'measure up' in that area as well. Of course, at this point I was certainly not required to do this work, but I just couldn't stop thinking about it until I could say to myself, 'Wow! I was deficient.' Consequently, I designed a whole new unit that I was sure would reach the National Board standards."

Asked what she would recommend to other teachers contemplating or actually going through the process of National Board Certification, Sally said, "I would tell them make sure this is what you want. Make sure you are really committed." She went on to say, "Expect to be frustrated and apprehensive. Expect to question every aspect of yourself as a professional, including your knowledge of the subject and your strategies of teaching."

Even with a track record of accomplishing all her academic pursuits, Sally was humbled as she examined the possibility of needing to bank scores and re-do sections of her portfolio or assessment. "Okay, if I don't succeed the first time, I can still hold my head high for attempting," she said.

Each One, Reach One
continued from pg. 3

"Somebody has to do it. If not me, who is going to step up and make a difference?" Hunter said. "I think it is a shame for people to be in a position to make a difference and choose not to. I can't make that choice. I can see what needs to happen for children, and if I am the person in position to step forward and make a difference, I'm willing to do that."

Part of the wave of teachers who helped propel the number of NBCTs in South Carolina from 34 in 1999 to 2,358 in 2002, Hunter has made it extremely clear that she is a better teacher having earned National Board Certification. Given the impact it has

every day in the lives of the students in the classroom, she said the duty for her and every NBCT is to continue passing the torch on to other teachers. As of early 2003, CERRA Director Ann Byrd estimated that about 2,100 teachers had completed the process with about 50 percent of those expected to earn National Board Certification in November of 2003.

"I think the thing that really gets me is the more I learn, the more I know I need to learn," Hunter said. "It is amazing to me how narrow our perspective can be sometimes

when you are in your own little classroom that can become your own little world. Having this global vision now after seeing what goes on at the school, city, county, state and national levels really takes me out on the map to see things from a much broader perspective."

Married for the past 19 years, Hunter has children ages 17, 14 and 7. Although it's not easy between the responsibilities



Hunter is part of a group who pushed the number of NBCTs in South Carolina from 34 in '99 to 2,358 in '03.

at home and school, Hunter said it's important for her to help ensure that every child is given the best options in life.

"I think those people who are busy are busy because they are involved and passionate about what they are doing," Hunter said. "Usually if you want something done you give it to a busy person and they will make it happen somehow."

"I think of a quality teacher just as I would a quality doctor... You want a teacher who is just as qualified, a teacher who knows the content, who knows children and who understands children."

Christina Hunter, Sara Collins Elementary School, Greenville
The Greenville News, April 2003

WHAT WE'VE ACCOMPLISHED: NATIONAL BOARD CERTIFICATION® IN SOUTH CAROLINA

The National Board for Professional Teaching Standards® (NBPTS) is a national effort to develop professional standards for teaching. It is a voluntary process developed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice.

Ask anyone in CERRA's network about National Board Certification® and you are likely to get a response that has nothing to do with salary increases but has everything to do with increases in student achievement. This is not to say that we are not proud of the incentives our state boasts for this process and acknowledge the incredible support afforded to teachers who take such public risks to improve their practice. It does, however, speak volumes about the priorities we have established in regard to accomplished teaching and its impact on students in our state's classrooms.

Over the past five years, this professional stance has expanded to influence and strengthen the fabric of learning communities in our state organizations, colleges and universities, and school districts. CERRA is the center of the web of support and the systems thinking that is necessary to truly reform the development of professionals in our schools.

CERRA continues to be the conduit for information about and support of the National Board Certification® incentives in South Carolina. Not only is CERRA charged with the administration of the assessment fee loan available to all qualified classroom teachers in our state, it also leads state organizations and local school districts in the efforts to recruit and retain candidates and provide leadership opportunities for National Board Certified Teachers®.

As leaders of this initiative, we have embedded the Core Propositions and rigorous national teaching standards in our recruitment, retention and advancement programs. Currently, six of the eleven certified staff members at CERRA are National Board Certified Teachers®. Consequently, we have increased the efficacy of staff members and the level of our work with preservice and veteran teachers across all programs and initiative areas. And, we have strengthened our relationships with various stakeholders and national organizations, including the National Board for Professional Teaching Standards® (NBPTS).

Top Ten States by Total NBCTs
(As of December 02, 2003)

State	Total NBCTs
NC	6,641
FL	4,940
SC	3,225
CA	2,644
OH	2,172
MS	1,761
GA	1,323
OK	858
IL	824
AL	632

Source: www.nbpts.org

Supporting Teachers: Administration of the NBC Loan Program

In June 2003, the South Carolina General Assembly once again approved funding for candidates who teach in SC public classrooms for the assessment fee (up to \$2,300) to apply for National Board Certification® for 2003-2004. (The original proviso was funded in 2001.) This incentive is one of the nation's most aggressive teacher improvement efforts, and CERRA is pleased to be the administrator of the program providing this incentive and support to classroom teachers in South Carolina. To date, all but one school district in SC has at least one National Board Certified Teacher®. In addition, many of our school districts can claim more NBCTs than most states in our nation. (*see Exhibit K.2 in the Appendix*). This growth can be attributed to the funding and the infrastructure of awareness and candidate support efforts at CERRA.

In 1999, the General Assembly saw fit to create the proviso that continues to provide incentives for the assessment process and the salary supplement for National Board Certified Teachers®. Candidates who submit a scorable portfolio are eligible for forgiveness of one-half of the borrowed assessment fee (up to \$1,150). The other half of the assessment fee and interest may be forgiven if the candidate becomes National Board Certified within three years of receiving the loan. As administrator of the loan, CERRA is able to collect valuable data on the process and its effect on teaching.

In addition, this legislation provides a salary increase of \$7,500 annually for National Board Certified Teachers® (NBCTs) for the life of the NBPTS® certificate (ten years). Some school districts offer incentives and support beyond the ones described above, including additional salary increases, professional leave to work on portfolios, support seminars, workshops and graduate level courses designed to assist candidates with portfolios and preparation for the assessment center activities. Current legislation also allows waiving recertification requirements for SC NBCTs and offers reciprocity for NBCTs moving in to South Carolina from other states.

In the past year, CERRA received over 3,000 requests for applications for the NBC Loan, and processed more than 1,200 applications. These applicants received funding through the program and are currently first-time candidates awaiting score reports. They join thousands of South Carolina teachers in this effort, making our state a leader in incentives and support for candidates and third in the nation in the number of NBCTs. Our state also has the highest number of NBCTs of color than any state in the nation (total of 220).

Five core propositions guide the development of standards and assessments:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Providing Higher Levels of Support: Candidate Subsidy Funding for Retakes

CERRA serves as the first contact of NBPTS for disbursement of annual federal candidate subsidy funds. Since classroom teachers in our state are able to borrow the initial assessment fee, CERRA makes the federal funding available to retake candidates. And, we give priority to retake candidates in our greatest needs districts.

The amount of the 2003-2004 federal funding was \$92,000. Approximately 520 candidates representing 72 of our 85 school districts applied for retake funding. The entire amount was used to fund fees for retakes for NBC candidates who received scores in November 2003 and who chose to retake entries not meeting the standards. CERRA was able to provide federal funding for 306 retake candidates.

Recruitment of candidates was through the dissemination of information to NBPTS candidates and district liaisons. Written information on NBPTS, a flier for the Candidate Subsidy Program and CERRA's toll free number for questions provided needed information to interested teachers. Candidates were able to apply for this opportunity online.

In addition to the SC NBC Loan, CERRA is responsible for the administration of the federal Candidate Subsidy funds. Recruitment of candidates has been through the dissemination of information to teachers, administrators, education organizations, school districts and institutions of higher education. Written information on NBPTS, a flier for the Candidate Subsidy Program, CERRA's toll free number for teacher and administrator questions and the CERRA Web site provide needed information to interested educators. Educators in a variety of fields were contacted through SC organizations: Friends of Education, Teacher Cadet and ProTeam teachers, Teacher Forum members, SC Association of School Administrators, Palmetto State Teachers Association, The SC Education Association, and SC Friends of NBPTS, among others.

CERRA serves as the state's clearinghouse for information on NBPTS and the SC NBC Loan and is working closely with NBPTS Outreach staff members to publish and promote current and accurate information for educators in South Carolina. These NBPTS staff members maintain contact with key state contacts like CERRA in order to share information and obtain feedback on important changes in procedures and policies. CERRA's collaboration with NBPTS creates another bridge of information and support for classroom teachers in South Carolina who may need additional assistance during candidacy. NBPTS benefits from CERRA's advocacy of teachers by ensuring that NBPTS staff members attend CERRA meetings and trainings and utilize the expertise of South Carolina NBCTs to improve the assessment process.

Certification signifies that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance based assessments. Assessment is based on two parts. First, candidates complete an extensive portfolio on classroom practice, professional growth and community involvement. Candidates then complete a one-day written assessment on the selected certification/content knowledge.

Widening the Net: Infrastructure for System of Support

CERRA continues to strengthen collaboration with school districts and generate interest in National Board Certification by maintaining a network of National Board liaisons from all 85 school districts. Regular meetings are held to share updates, promote teacher leadership and enhance professional development for all teachers. It is the goal to not only promote the support provided through the loan and the supplement, but to also model high levels of collaboration between liaisons and classroom teachers so that the improvement of teaching and the increase in student achievement remains the focus of this work.

Nationally, the number of NBCTs has risen from 23,926 to 31,140. South Carolina currently has 3,226 teachers, over 10 percent of the nation's total. These NBCTs include former SC Teachers of the Year, ProTeam/Teacher Cadet instructors, CERRA Teachers in Residence and the CERRA Director, Ann Byrd, also a member of the Board of Directors of the National Board for Professional Teaching Standards. In addition, Kathy Schwalbe, an NBCT, currently serves as Program Director for Service programs.

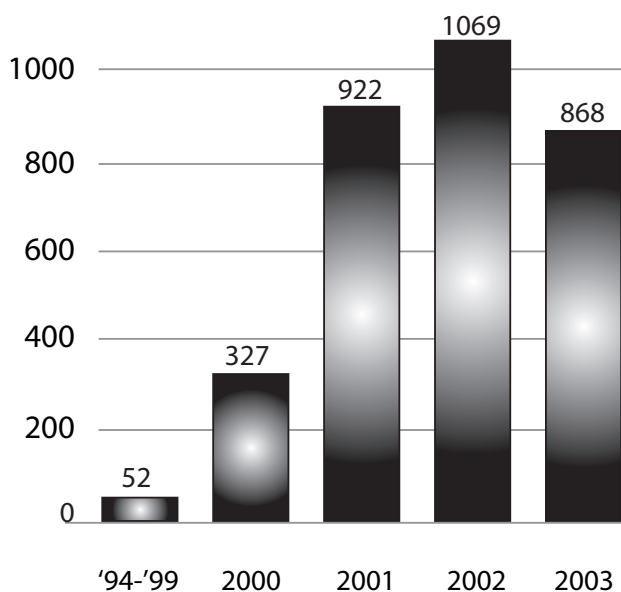
For the past three years, CERRA has maintained an NBC District Liaison database, and each district liaison has received e-mail updates, invitations to information and networking meetings and all of the materials necessary to provide service to classroom teachers interested in the process. In 2003-2004, CERRA held four statewide liaison meetings and disseminated more than 3,000 loan applications. Our staff responds to hundreds of e-mail and telephone inquiries regarding the loan and the process itself.

While the administration of the loan is required by the General Assembly, CERRA leadership intends to increase the achievement of SC candidates by providing the most updated information and networking opportunities for candidates and National Board Certified Teachers® (NBCTs). For this initiative, CERRA received a grant from State Farm Insurance Companies for the training of NBCTs as Region Liaisons. Currently, 58 NBCTs representing all regions of the state serve as candidate support providers and use the materials from the CERRA Candidate Support Toolkit. In this first year of service, Region Liaisons attended District Liaison meetings in order to learn about the role of the district level liaison and discover new ways to support their efforts.

CERRA designated five Region Leaders to support the efforts of the Region Liaisons and provide a system for creating strong regional support between district liaisons, NBCTs and candidates. These five NBCTs will serve on the CERRA Teacher Leaders Advisory Board beginning June 2004, thus strengthening the infrastructure for candidate support and teacher leadership initiatives.

South Carolina NBCTs by year

From 1994-99, a total of 52 South Carolina educators achieved National Board Certification®. From 2000 - 2003, the number of NBCTs® increased by 3,186.



Sources: www.nbpts.org; CERRA

Graphic by Rico Reed/CERRA

In the appendix

2003 - 04 National Board Proviso

CERRA Regional Map w/ NBCT numbers

SC District info (comparison w/ states, percentages of NBCTs by district)

Other services provided by CERRA staff members

- Awareness presentations for school districts, higher education institutions, education organizations and local Teacher Forums
- Candidate support and workshops to assist teachers who were participating in the process this year or planning to participate in the future. All presentations and materials have been made available to teachers, administrators, school district personnel and higher education faculty members requesting information on National Board Certification®
- Loan program support for candidates and liaisons
- Oversight of grant monies totaling \$50,000 designated for the support of candidates and leadership opportunities for NBCTs (State Farm Insurance Companies, Washington Mutual and Hewlett Packard)
- Maintaining infrastructure of support through the CERRA network

Deepening our Work: External Support of CERRA's Programs

Funding for National Board Certification incentives (candidate loan program and NBCT salary supplement) are provided by state funding; however, in order to provide the highest form of system awareness and support, CERRA has reached out to businesses and corporations in order to deepen the work of staff members and NBCTs in our network. These friends of CERRA are advocates for teaching quality and have provided time, expertise and resources in order to assist CERRA in the reform of teacher development.

- State Farm Insurance Companies (grants totaling \$20,000 and free meeting space for network meetings and trainings)
- Washington Mutual (grant totaling \$30,000 for CERRA's first Teacher Leaders Symposium/July 2004)
- Hewlett Packard (grant totaling \$15,000 for the recruitment of NBC candidates of color)
- BellSouth (free meeting space for meetings and trainings)
- South Carolina Association of School Administrators (free meeting space for meetings and trainings)

COMMUNICATIONS

Mission: The purpose of CERRA communications is to recognize outstanding programs and individuals within the CERRA network, while informing readers about the programs and issues relevant to CERRA

Annual Report

The 2003-2004 CERRA Annual Report was printed in August, 2004. Completely redesigned to mesh with CERRA's new publications style, the comprehensive report detailed the Center's teacher recruitment, retention and advancement programs and research results for 2003-2004.

CenterPoint Newsletter

During the final quarter of the 2002-2003 fiscal year, plans were put into place to begin monthly circulation of the *CenterPoint* Newsletter. Those plans came to fruition when the first issue of Volume 10 of *CenterPoint* was produced and distributed to CERRA's network in August 2003. In 2003-2004, nine newsletters were produced, including an eight-page issue for Summer, 2004.

Each issue of the newsletter consists of signature columns and feature articles produced by CERRA staff. Printed in an 11x17 tabloid format, the newsletter is also available as a Portable Document Format (PDF) on the CERRA Web site.

Articles serve a variety of purposes:

- To announce (upcoming events, winners of awards)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)
- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condense content from articles, productions, conferences)
- To persuade (evidence that a technique is worthy of support)
- To entertain (humorous anecdotes, captions)
- To request (information or suggestions pertaining to CERRA activities)

Recipients of the newsletter are encouraged to share or post each issue to benefit fellow faculty members and administrators within schools and colleges, legislators and other



education stakeholders. The *CenterPoint* newsletter is mailed to CERRA network teachers, policy board members and other interested education professionals in South Carolina and out of state.

College HelpLine (CHL) Newsletter

In the fall of 2003, the CHL newsletter was revised to update information and provide a more reader-friendly format for this resource. The newsletter was mailed to all high schools and distributed widely through the visits of Teachers in Residence to Teacher Cadet classes across the state. An updated version of the newsletter was distributed in the spring of 2004, and both editions were also available to the public on CERRA's Web site.

Laine Communications

A collaborative effort among CERRA – South Carolina, the State Department of Education's Divisions of Teacher Quality and of Career and Technology Education, and the SC Association of School Administrators initiated a comprehensive marketing plan in 2002-2003 to streamline communications for recruitment, retention and advancement programs in the state. As a result of this collaboration, CERRA incorporated a number of marketing and public relations strategies into its work.

The Laine project continued in 2003-2004 with the publication of updated print media materials designed to recruit and retain teachers in South Carolina. Strengthening the understanding of the general public about the cooperative relationship and collaboration of the above agencies' serves potential and current teachers in more effective ways.

The newly-published materials include a series of six brochures: *Assistance for Aspiring Teachers*; *Career Advancement for Teachers*; *Diversity Makes a Difference*; *Exceptional Teachers for Exceptional Students*; *Make a Difference Every Day* and *Try Out Teaching*. Two posters, for distribution to South Carolina School, were also produced. One poster spotlights three South Carolina teachers and the other includes quotes of inspiration to educators. The brochures and posters serve as a complement to the 16-page *Make a Difference Every Day* booklet – a detailed look at how to become a South Carolina teacher. The booklet is targeted to potential educators and is being distributed throughout the state, including to all Teacher Cadets.

Press

CERRA distributed news releases to the press for various events of notice throughout the year. These releases help news outlets develop stories about the work of CERRA and thus increase the visibility of the Center's programs.

College HelpLine Program

The College HelpLine Program is a service provided to assist newly admitted students, first-generation college-bound students, and students with financial need as they complete the college admission process and seek financial aid.

The College HelpLine (CHL) is one of the services administered by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The CHL serves as an information resource for high school counselors, parents, students and colleges. Information is available for the college admission process as well as for the steps to secure financial aid for college. While the CHL is not a direct link to funds for college, the staff will assist students by providing necessary contacts and other resources to complete the process.

The CHL also serves as a partner in the mission of CERRA to provide counseling and assistance to students interested in teaching as a career. See www.cerra.org for more information.

Sources of Financial Aid

Institutional Funds
Most colleges have their own scholarships and grants as well as loan or work-study programs. Check the specific institution for scholarships they may offer.

Federal Programs
• The Federal Supplemental Educational Opportunity Grant (FSEOG): Grants of up to \$4,000 for students with exceptional needs.
• The Federal Perkins Loan Program: Loans to students with exceptional need. No interest is paid for accumulated while in college. After college, students repay the loan with 9% interest.
• The Federal Work Study Program (FWS): Jobs on the campus for students with financial need.
• Federal Pell Grant: Direct aid for students based on need. Maximum amount awarded is \$5,125 per academic year, depending upon Expected Family Contribution (EFC) and cost of attendance. FAFSA completion automatically begins students' eligibility. (See page 2 for FAFSA information.)
• Federal Stafford Loan: Loans made to banks, savings and loan associations, credit unions, and some colleges. Interest is variable and there is an origination fee of up to 4%. Repayment begins six months after graduating from or leaving college.
• "Unsubsidized" means the interest accumulates from the first day of the loan and is added to the loan amount. "Subsidized" means the government pays the interest while the student is enrolled full-time. The amount varies: \$2,025 for freshmen, \$3,500 for sophomores, \$5,000 for juniors and seniors.
• Federal Parent Loan for Undergraduate Students (PLUS): Loans made to parents who are then responsible for repaying the amount borrowed for a child's education. \$5,000 for juniors and seniors. (See www.studentaid.gov.)

State Funds
SC Teacher Education Program - Undergraduate grant assistance to eligible SC residents who attend SC independent, non-profit private colleges on a full-time basis. See www.educator.state.sc.us.

Other Sources
Military, community agencies, foundations, corporations, unions, religious organizations, clubs, civic groups, and cultural and fraternal groups. Ask your guidance counselor for local information.

Types of Financial Aid

Grants and Scholarships do not have to be repaid.

Loans must be repaid. They usually have low interest rates, and most do not have to be repaid until the student leaves college.

Student Employment is a job that the college helps or assigns for the student on campus to offset the cost of attending school.

Need More Information?
Center for Educator Recruitment, Retention, and Advancement - SC
Attn: College HelpLine
Stewart House at Winthrop University
Rock Hill, SC 29733
1-800-478-2387
www.cerra.org

Teacher, making difference. All me day."



"The kids future. legacy have?"



How Can You Make a Difference Every Day?

Join these caring, capable, and committed South Carolina teachers.

Teachers are so important to our state, yet there are too few these days to get the job done. In fact, South Carolina faces a shortage of an estimated 8,000 to 10,000 teachers this decade.


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How to become a South Carolina teacher

A guide for:

- Students choosing careers
- Professionals from other fields seeking to become teachers
- Educators moving to South Carolina







Faces of Fellows



High school seniors this time a year ago, these students are among 200 freshmen receiving up to \$6,000 a year as part of the South Carolina Teaching Fellows Program.



If you are a high school senior who has high academic achievement, a history of service to school and community and a strong desire to teach South Carolina's public school children, you could be eligible for a four-year \$24,000 Fellowship. The Fellowship is forgores by your returning service to South Carolina as a public school teacher.

Contact your school guidance counselor, Teacher Cadet instructor or CERRA at 803.476.2387.

South Carolina Teaching Fellows Institutions

Anderson College • Furman University
College of Charleston • Columbia College
Charleston Southern University
Lander University • Newberry College
SC State University • Winthrop University
University of South Carolina at Aiken
University of South Carolina at Columbia

**Application
Postmark
Deadline
October 31**



Center for Educator Recruitment, Retention, and Advancement

Contact Us at: 803.476.2387
Center for Educator Recruitment, Retention, and Advancement
cerra@winthrop.edu • www.cerra.org



Teaching Fellows
2003-2004

Teaching Fellows Poster

In August, 2003, a Teaching Fellows recruitment poster was updated to highlight the locations of the 11 Teaching Fellows Institutions, the deadline for application and contact information. Multiple copies of the poster were distributed to every high school in South Carolina.

Web site

Following a complete redesign and unveiling on July 1, 2003, the CERRA Web site has undergone constant change in the past year. The use of a “What’s New” area that scrolls links to the most current information about CERRA has been instrumental in disseminating information. The use of Flash technology featuring various photos helps put faces with the programs and events of CERRA. An Educator Spotlight has also been added which also for any educator to be profiled in brief on the Web site.

The use of this technology enables the Center to reach more people who are seeking South Carolina teacher recruitment and retention information. The site has information about all the Center’s programs including ProTeam, Teacher Cadet, Teaching Fellows, Teacher Leaders, Teacher Educators, Recruitment Partnerships and Job Bank. A link to the South Carolina Online Teaching Application (www.winthrop.edu/scteach) provides easy access for any interested teacher candidates. With the assistance of Adobe Acrobat Reader, the latest CenterPoint newsletter and other archived reports and publications are accessible on the Web site.

CERRA EDUCATOR RECRUITMENT TASK FORCE

The purpose of the South Carolina Educator Recruitment Task Force is to serve as the main advisory body for the Center for Educator Recruitment, Retention, and Advancement (CERRA). Members of the Task Force represent state agencies, professional organizations, universities and businesses from around the state.

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CERRA Policy Board

The purpose of the South Carolina Educator Recruitment Policy Board is to serve as the chief advisory body. The members are elected from the South Carolina Educator Recruitment Task Force. The Policy Board acts on behalf of the Task Force to serve as a special advisory group to the Chairperson and the CERRA Director.

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Chairperson of the Policy Board

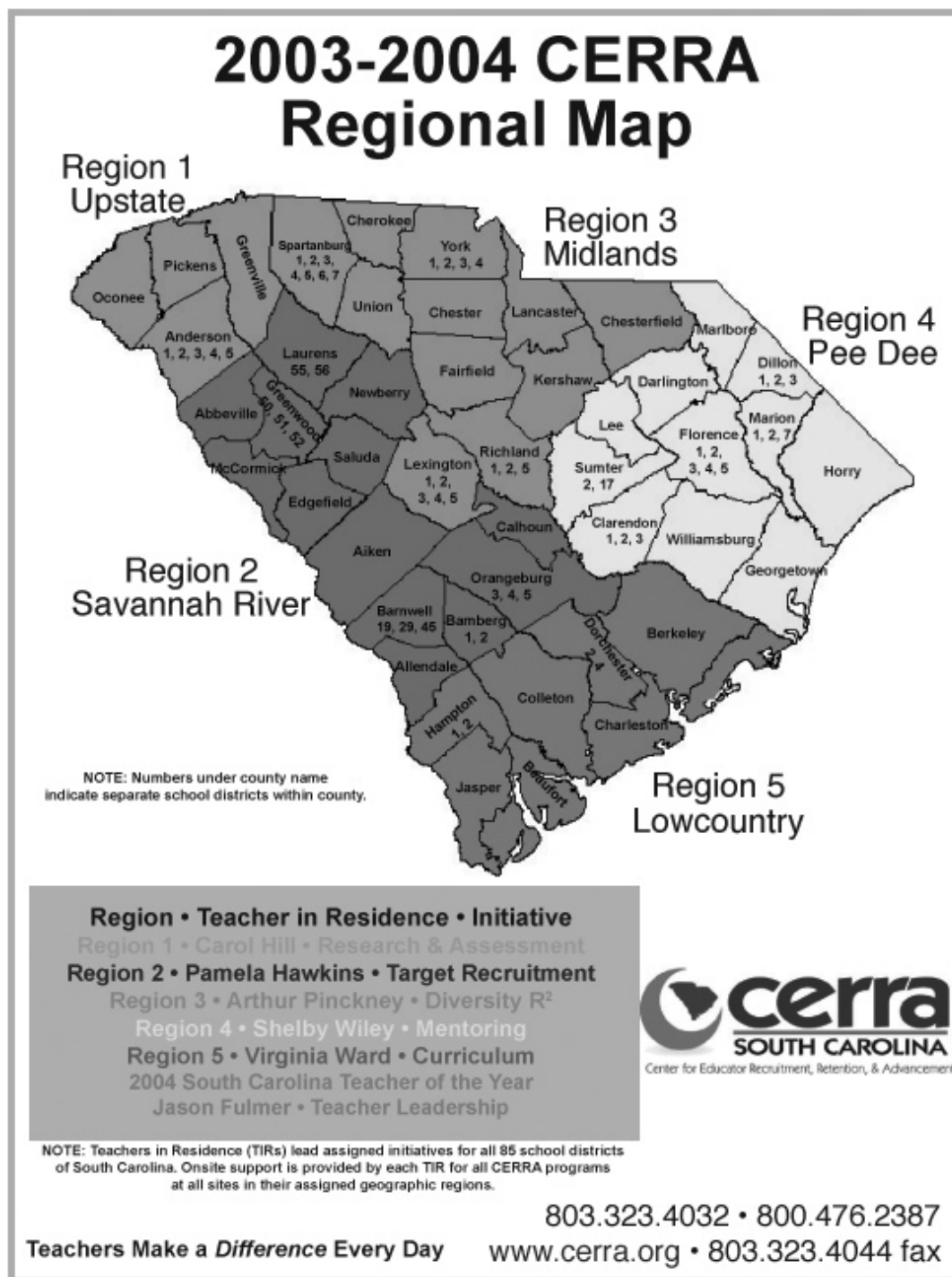
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APPENDIX

Exhibit A.1 • 2003-2004 CERRA Regional Map



RESEARCH AND ASSESSMENT

Exhibit B.1 • 2003-2004 CERRA Regional Map

Spring Supply and Demand Survey Results	2003	2004
Question:	(92% Reporting)	(78% Reporting)
1. What is the total number of teaching positions projected to be cut in your district for the coming school year?	1,261	163
2. What is the total number of administrative positions cut in your district for the coming school year?	113	41
3. What is the expected number of teaching vacancies you will fill in the coming school year?	2,583	4,236
4. What is the expected number of administrative vacancies you will fill in the coming school year?	189	284
5. What is the total number of teaching positions that would have otherwise been created if it were not for the current budget constraints?	NA	354
6. What is the total number of building-level administrative positions that would have otherwise been created if it were not for the current budget constraints?	NA	57
7. Percentage of Districts Listing Subject Area as First or Second Most Difficult to Fill		
a. Special Education (all areas including Speech Language Pathologists)	73%	63%
b. Mathematics	48%	53%
c. Science (all areas)	22%	25%
d. Elementary Education/Early Childhood	12%	21%
e. English /Language Arts	11%	26%
f. Spanish	11%	3%

Exhibit B.2 • 2003 Supply and Demand Survey Results

SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT
2003 Supply and Demand Survey
Data Collection Closing Date: 9/30/2003
87 School Systems Reporting (85 School Districts, DJJ and the SCSDb)

	Teachers Hired	Teacher Vacancies	Teachers Leaving	Teachers of Color Hired	Male Teachers Hired
2003	4828.8	382.8	4807	896 (18.6% of new hires)	976.5 (20.2% of new hires)
2002~	5581.7	334.9	5425	1163 (20.8% of new hires)	1146 (20.5% of new hires)
2001	6553.5	325.5	5049.5	1421 (21.5% of new hires)	1336 [*] (20.4% of new hires)
2000⁺	6379	458	5392	1254 (19.7% of new hires)	1366 (21.4% of new hires)

Number of New Teacher Hires and Percentages of Those Hires by Source									
	New SC Grads	New Out-of-State Grads	Returning to Teaching	Retired Returning with \$50,000 Cap	Retired Returning to Critical Needs Subject Area	Another District	Out-of-State	Other	Not Reported
#	1535.8	450	286	102	414	976.5	441.5	214.5	408.5
2003	31.8%	9.3%	5.9%	2.1%	8.6%	20.2%	9.1%	4.4%	8.5%
2002~	33.1%	10.0%	7.8%	2.8%	7.6%	20.4%	8.7%	4.7%	4.8%
2001	30.3%	9.8%	5.1%	2.2%	7.7%	26.1%	10.6%	5.0%	3.2%
2000⁺	27.4%	10.8%	5.0%	2.0%	6.7%	23.8%	8.3%	6.1%	9.8%

Reasons Given for Leaving District and Percentages Each Represents								
	Retired	Left Profession	Another Teaching Position In-State	Another Teaching Position-Out-of-State	New Position in Adm	Another Position in Education Out-of-District	Termination	Unknown/Other/Not Reported
#	913.5	295	725.5	317	98	116	246	2096
2003	19.0%	6.1%	15.1%	6.6%	2.0%	2.4%	5.1%	43.7%
2002~	19.2%	8.7%	17.4%	6.3%	1.7%	1.5%	5.3%	39.9%
2001	23.1%	8.6%	25.9%	8.1%	3.8%	1.6%	4.0%	24.8%
2000⁺	20.8%	8.8%	33.1%	10.6%	2.9%	1.5%	-----	22.3%

Miscellaneous Alternative Certification Programs Information (PACE)					
	Teachers in First Year of Program	Elementary	Middle	High	Left Program Before Completion (any year of program)
2003	341 (7.1% of new hires)	31.5 (9.2% of new hires)	102.5 (30.1% of new hires)	206 (60.4% of new hires)	191
2002~	552.4 (9.9% of new hires)	66.4 (12.0% of PACEers)	167 (30.2% of PACEers)	319 (57.7% of PACEers)	174
2001	648 (9.9% of new hires)	89.5 (13.8% of PACEers)	213 (32.9% of PACEers)	345.5 (53.3% of PACEers)	74

^{*}In 2000, 83 of the 86 school districts participated in the survey. These districts account for 50 new hires and none of the vacancies in 2001.

~ Includes two systems not previously surveyed (Dept. of Juvenile Justice and the SC School for the Deaf and Blind)- accounted for 20 new hires

*Data missing from one district

TEACHER CADET

Exhibit C.1 • 2003-2004 Teacher Cadet Sites

Teacher Cadet Sites 2003-2004

* New Site in 2003-2004 # Returning Site – inactive previous year

AC Flora High	Colleton County High [#]	Lamar High [#]	Scott's Branch High
Abbeville High	Conway High [#]	Lancaster High	Seneca High
Aiken High	Crescent High	Landrum High	Silver Bluff High
Airport High	Cross High	Laurens High	Socastee High
Allendale-Fairfax High	Daniel High	Lee Central High	South Aiken High
Andrew Jackson High	Darlington High	Lewisville High	Southside High
Andrews High	Dillon High	Lexington High	Spartanburg High
Aynor High	Dorman High	Liberty High	R.B. Stall High
Baptist Hill High*	Dreher High	Lincoln High	Stratford High
Barnwell High	Dutch Fork High	Lower Richland High	Strom Thurmond High
Battery Creek High	Easley High	Lugoff-Elgin High	Summerville High
Beaufort High	Eastside High	J.L. Mann High	Sumter High
Belton-Honea Path High	Estill High	Marion High	Timmonsville Comprehensive High
Berea High	Fort Dorchester High	Marlboro County High	Travelers Rest High
Berkeley High	Fort Mill High	Mauldin High [#]	Union High
Blacksburg High	Gaffney High	Mayo Magnet High	Waccamaw High [#]
Blackville Hilda High [#]	Georgetown High	McBee High	Wade Hampton High, Greenville
Blue Ridge High	Gilbert High	McCormick High	Wade Hampton High, Hampton
Boiling Springs High	Governor's School for Arts & Humanities	Mid Carolina High	Wagener Salley High
Brookland Cayce High [#]	Greenville High	Midland Valley High	Walhalla High
Broome High	Greenwood High	Mullins High	Wando High
Buford High	Greer High	Myrtle Beach High	West Ashley High
(James F.) Byrnes High [#]	Hanahan High	Ninety Six High	West Florence High
Calhoun Falls High*	Hannah-Pamplico High	North Augusta High	West-Oak High
Carolina Academy*	Hartsville High	North Charleston High	Westside High
Central High	Hillcrest High	Northwestern High	White Knoll High
Chapin High	Hilton Head High	Palmetto High	Williston-Elko High
Chapman High	Indian Land High	Pelion High	Woodland High
Cheraw High	Irmo High	Pendleton High	Woodmont High
Chesnee High	James Island Charter High	Pickens High	Wren High
Chester High	Jasper County High	Richland Northeast High	York Comp. High
Chesterfield High	W.J. Keenan High	Ridge View High*	
Clinton High	Kingstree High	Riverside High	
Clover High	Lake View High	Rock Hill High	
		Saluda High	

COLLEGE HELPLINE

Exhibit D.1 • Distribution of South Carolina Teacher Loans

Distribution of South Carolina Teacher Loans

PUBLIC Institutions	2003-2004 Teacher Loan Program # of loans	2003-2004 \$\$\$ in Teacher Loan Program	2003-2004 Career Changer # of loans	2003-2004 \$\$\$ in Career Changer loans
Clemson University	158	\$661,850	0	\$0
Coastal Carolina	41	\$162,786	1	\$14,452
Coll. of Charleston	82	\$344,000	12	\$129,000
Francis Marion	58	\$231,455	4	\$37,307
Lander University	63	\$254,328	3	\$12,257
SC State University	26	\$114,710	11	\$80,750
The Citadel	22	\$85,207	5	\$33,351
USC-Aiken	46	\$204,013	2	\$20,654
USC-Beaufort	0	\$0	1	\$5,000
USC-Columbia	210	\$855,658	24	\$273,463
USC-Lancaster	0	\$0	0	0
USC-Salkehatchie	1	\$1,250	1	\$7,500
USC-Spartanburg	59	\$248,750	4	\$43,000
USC-Sumter	2	\$3,750	0	\$0
USC-Union	1	\$2,500	0	\$0
Winthrop University	178	\$702,544	8	\$88,131

PRIVATE Institutions	2003-2004 Teacher Loan Program # of loans	2003-2004 \$\$\$ in Teacher Loan Program	2003-2004 Career Changer # of loans	2003-2004 \$\$\$ in Career Changer loans
Allen University	-	-	-	-
Anderson College	35	\$139,000	0	\$0
Benedict College	2	\$5,000	1	\$15,000
Charleston So. Univ.	16	\$74,500	0	\$0
Coker College	21	\$96,875	12	\$122,055
Columbia College	69	\$264,581	1	\$15,000
Columbia Int'l	2	\$10,000	0	\$0
Converse College	58	\$259,296	0	\$0
Erskine College	18	\$56,500	0	\$0
Furman University	19	\$70,532	0	\$0
Limestone College	17	\$73,000	0	\$0
Morris College	0	\$0	0	\$0
Newberry College	18	\$76,000	0	\$0
North Greenville	7	\$24,000	0	\$0
Presbyterian Coll.	25	\$91,035	0	\$0
Southern Wesleyan	48	\$203,000	12	\$125,500
Wofford College	2	\$10,000	0	\$0
Out of State	35	\$150,816	10	\$91,750
2004 Grand TOTAL	1,339	\$5,532,946	111	\$1,099,170

*Exhibit D.2 • South Carolina Teacher Loans by Critical Subject***SC Teacher Loan by Critical Subject**

	2003-2004	2003-2004	2002-2003	2002-2003	2001-2002	2001-2002
SUBJECT	# of loans	\$\$\$ loans	# of loans	\$\$\$ loans	# of loans	\$\$\$ loans
Art	40	\$170,392	48	\$192,281	30	\$115,120
Business Education	12	\$46,357	9	\$37,107	12	\$51,000
Early Childhood Educ.	13	\$57,500	36	\$138,406	221	\$849,822
Elementary Education	22	\$102,230	71	\$295,284	454	\$1,668,640
English	151	\$602,361	112	\$440,424	93	\$317,281
French	8	\$32,500	4	\$20,000	6	\$22,500
German	1	\$5,000	1	\$2,500	0	\$0
Guidance	11	\$50,000	57	\$246,715		
Home Economics	3	\$15,000	1	\$2,000	3	\$12,500
Industrial Technology	2	\$10,000	3	\$15,000	2	\$7,500
Latin	2	\$10,000	3	\$12,500	2	\$5,000
Media Specialist	32	\$133,552	37	\$154,733	45	\$176,973
Math	138	\$556,772	134	\$514,690	100	\$359,950
Music	37	\$141,140	32	\$106,220	38	\$137,444
School Psychology	-	-	-	-	35	\$146,690
Science	60	\$241,600	62	\$238,344	59	\$244,639
Spanish	26	\$107,500	18	\$74,490	21	\$72,980
Special Education	164	\$658,873	135	\$566,620	174	\$720,090
Geographic areas	612	\$2,518,659	567	\$2,275,632	228	\$907,253
TOTAL	1339	\$5,476,936	1,330	\$5,332,946	1,523	\$5,815,382

Note: Additional loans in non-critical subject areas would bring the annual total to match the annual total of all in-state and out-of-state loans for education students. Teaching Fellows monies are NOT included in these totals.

TEACHING FELLOWS

Exhibit E.1 • Teaching Fellows Cohort Sizes

Teaching Fellows Cohort Sizes 2001-02 to 2004-05

Teaching Fellows Institution	Maximum # of Fellows per cohort	# of Fellows for 2004-2005	# of Fellows for 2003-2004	# of Fellows for 2002-2003	# of Fellows for 2001-2002	# of Fellows for 2000-2001
Anderson College	10	10	15 [#]	12 [#]	10	10
Charleston Southern	20	7	13	17	11	19
College of Charleston	30	23	29	28	30	30
Columbia College	20	12	9	20	16	20
Furman University	12	9	9	10	9	7
Lander University	26	11	27 [#]	26	25	23
Newberry College	22	4	10	11	5	15
SC State University	25	2	2	4	9	11
USC – Columbia	35	34	40 [#]	35	35	35
USC – Spartanburg (Upstate)	16	13	16	10	na	na
Winthrop University	25	25	30 [#]	27 [#]	na	na
TOTAL	241*	150	200	200	150	153

* The total number reflects the addition of two Teaching Fellows Institutions in 2001. No institution was asked to reduce its maximum cohort allotment.

[#] For the 2002-2003 and 2003-2004 cohorts, the CERRA Policy Board approved the placement of additional Fellows at institutions of their choice, even if these institutions had already been allotted a full cohort. This amendment was approved in order to ensure that all 200 budgeted Fellowships were awarded.

*Exhibit E.2 • Teacher Loans by Teaching Fellows Institution***Teacher Loans by Teaching Fellow Institution**

Teaching Fellow Institution (TFI)	2003-2004		2002-2003		2001-2002	
	# of loans	Amount Received	# of loans	Amount Received	# of loans	Amount Received
Anderson College	35	\$139,000	25	\$87,250	33	\$95,335
Charleston So. Univ.	16	\$74,500	19	\$84,822	23	\$84,000
Coll. of Charleston	82	\$344,000	83	\$347,418	138	\$532,456
Columbia College	69	\$264,581	67	\$248,300	87	\$342,500
Furman University	19	\$70,532	21	\$82,500	21	\$67,500
Lander University	63	\$254,328	61	\$244,055	64	\$240,214
Newberry College	18	\$76,000	18	\$80,500	25	\$98,915
SC State University	26	\$114,710	32	\$133,350	47	\$195,474
USC-Columbia	210	\$855,658	223	\$903,610	214	\$824,816
USC-Spartanburg (Upstate)	59	\$248,750	51	\$212,715	58	\$229,257
Winthrop University	178	\$702,544	173	\$665,699	196	\$708,075
TFI Totals	775 (57.9% of loans)	\$3,144,603 (56.8% of loans)	754 (56.6% of loans)	\$3,090,219 (58.0% of funds received)	652 (42.8% of loans)	\$2,481,210 (42.7% of funds received)
Teacher Loan Program Totals for All Colleges	1,339	\$5,476,937	1,330	5,532,946	1,523	\$5,815,382

*Reflects 9 Teaching Fellows Institutions (USC-Spartanburg and Winthrop University not added until 2002-2003)

TARGET RECRUITMENT

Exhibit F.1 • Target Recruitment and Retention. How are we doing?

Teacher Recruitment and Retention. How are we doing?

(school district) School District
District teacher turnover in 2002:



**High schools with Teacher Cadet program:
Total of high schools in district:**

For more information, contact Amanda Graham, Program Director,
at grahama@winthrop.edu or 800.476.2387 x6062.



**S.C. Teaching Fellows applications since 2000:
Teaching Fellowships awarded:**

For more information, contact David Norton, Program Director,
at nortond@winthrop.edu or 800.476.2387 x6412.



**District represented at 2003 EXPO:
Online applications accessed in 2003:**

For more information, contact Phyllis Archie, Database Manager,
at archiep@winthrop.edu or 800.476.2387 x6410.



**Cognitive CoachingSM trainees:
Santa Cruz New Teacher Center trainees:
NBPTS educators (as of Fall 2003):
Active Teacher Forum:**

For more information, contact Kathy Schwalbe, Program Director,
at schwalbek@winthrop.edu or 888.551.3804.

Mission Statement: The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

www.cerra.org

Stewart House at Winthrop University ☪ Rock Hill, SC 29733 ☪ Phone 803.323.4032 or 800.476.2387 ☪ Fax 803.323.4044

Exhibit F.2 • Target Recruitment Passenger Seat File

As TIRs make site visits, a passenger seat file with parallel information to the District's profile updates each district's involvement. This file contains information on the district's rating, teacher turnover percentage from the previous year, the Teacher Cadet sites and the overall number of high schools in the district, the number of Teaching Fellows applications and the Fellowships awarded, the number of teachers trained in either Santa Cruz or Cognitive CoachingSM, and the number of National Board Certified Teachers[®] in the district. The file provides space for contact information in the district, the name of the NBCT[®] district liaison and space for TIRs to take notes about their visits to the districts.

PASSENGER SEAT FILE (school district) School District	
District Rating: ()	Teacher Turnover in 2002: ()
Teacher Cadet sites: ()	Number of high schools without Cadet: ()
<div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	Contact info: <div style="border-bottom: 1px solid black; width: 100%;"></div> Contact info: <div style="border-bottom: 1px solid black; width: 100%;"></div> Contact info: <div style="border-bottom: 1px solid black; width: 100%;"></div>
Notes <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	
Teaching Fellows applications since 2000: () Fellowships awarded: () Notes <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	
Teacher Leadership Santa Cruz mentor training: () Cognitive Coaching SM training: () Number of NBPTS teachers: () District Liaison(s) <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> Notes <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	

Exhibit F.3 • Target Recruitment Tally Sheet

After each District Profile was created, Teachers in Residence used the Target Recruitment Tally Sheet to make decisions about strategies for full continuum and site establishment / re-establishment.

Target Recruitment Tally Sheet	
District <div style="border-bottom: 1px solid black; width: 100%;"></div>	
POINTS: One (1) point per program for a possible total of seven (7)	
Teaching Fellows [0 or 1] score depending on size of district and rating of Cadet program(s)	<div style="border-bottom: 1px solid black; width: 100%;"></div>
Teacher Turnover [1] <13% [0] >13%	<div style="border-bottom: 1px solid black; width: 100%;"></div>
Mentoring [0] No trained staff [.5] 1-4 trained staff [1] > 5	<div style="border-bottom: 1px solid black; width: 100%;"></div>
NBPTS [0] < 2% of total teacher population [.5] 3% - 6% of total teacher population [1] > 7% of total teacher population	<div style="border-bottom: 1px solid black; width: 100%;"></div>
Teacher Cadet [0] No sites [.5] Weak site(s) - overall [1] Strong site(s) - overall	<div style="border-bottom: 1px solid black; width: 100%;"></div>
Teacher Forum [0] Non-existent [.5] Inactive [1] Active	<div style="border-bottom: 1px solid black; width: 100%;"></div>
EXPO [0] N [1] Y	<div style="border-bottom: 1px solid black; width: 100%;"></div>
TOTAL <div style="border-bottom: 1px solid black; width: 100%;"></div>	

TEACHER DATABASE & ONLINE APPLICATION

Exhibit G.1 • Job Bank Statistics, 2003-2004

Job Bank Statistics 2003-2004								
Internet and Telephone Inquiries								
Month/ Year	*Out-of- State Calls	PACE	EXPO	Job Bank	Vacancy List	**Other Calls	Web site Contact	GRAND TOTAL
January 2004	20	5	2	3	6	1	16,736	16,753
February 2004	12	4	4	3	7	1	15,925	15,944
March 2004	8	10	9	8	23	5	15,195	15,250
April 2004	5	12	19	18	36	11	14,018	14,114
May 2004	6	22	36	23	75	28	13,559	13,743
June 2004	7	10	9	3	15	8	13,476	13,521
July 2003	6	12	4	7	21	3	17,055	17,102
August 2003	10	5	2	3	16	8	3,212	3,246
September 2003	16	9	2	6	23	3	19,080	19,123
October 2003	61	2	-	1	10	1	14,245	14,259
November 2003	45	3	-	1	4	2	14,121	14,131
December 2003	22	3	2	3	6	1	13,414	13,429
TOTAL	*218	97	89	79	242	72	170,036	170,615

*Out-of-state calls are not included in the total.
**Other calls are calls other than the listed materials requested.

Exhibit G.2 • Longitudinal Job Bank Statistics

Longitudinal Job Bank Statistics

These numbers represent the total calls to the toll free Job Bank line regarding teacher vacancy lists, online applications, PACE, EXPO, and hits to the CERRA Web site.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
*2004	16,753	15,944	15,250	14,114	13,743	13,521							
2003	53	28	73	169	214	86	47	34	43	14	10	18	786
2002	168	70	571	514	694	131	92	67	47	42	44	33	2,473
2001	200	139	241	370	432	367	143	189	135	305	96	45	2,662
2000	130	202	239	362	875	295	234	156	161	111	121	49	2,965
1999	322	265	443	622	516	524	419	375	203	200	170	180	4,239
1998	433	345	669	1,172	843	600	373	291	199	207	171	181	5,484
1997	576	453	614	1,761	1,604	1,176	567	397	290	217	200	237	8,092
1996	487	530	667	2,096	2,429	1,376	723	436	436	288	238	289	9,905
1995	505	647	694	2,298	2,505	1,572	689	536	318	300	281	279	10,624
1994	536	447	612	1,979	1,691	1,368	824	563	303	316	280	162	9,081
1993	436	455	555	2,040	1,430	1,116	843	749	341	331	268	211	8,775
1992	610	485	733	2,088	1,572	1,199	844	676	404	299	320	239	9,469
1991	408	375	541	2,696	1,021	904	897	661	343	328	287	255	8,716
1990	522	442	346	505	746	577	487	471	210	224	228	158	4,916
1989	313	353	179	347	818	452	376	360	473	262	139	119	4,191

*2004 Reflects a Combination of Phone Calls and Web Hits

TEACHER RECRUITMENT EXPO

Exhibit H.1 • Responses by Location Where Newspaper Ads Were Placed

Responses by Location Where Newspaper Ads Were Placed	
1) South Carolina.....	627
2) North Carolina.....	50
3) Ohio.....	47
4) New York.....	34
5) Pennsylvania.....	24
6) Georgia.....	15
7) Virginia.....	14
8) Florida.....	10
9) Illinois.....	10
10) Tennessee.....	8
11) Michigan.....	7
12) West Virginia.....	5
13) Kentucky.....	4
14) Maryland.....	4
15) Connecticut.....	2
16) Massachusetts.....	2
17) Texas.....	2
18) Alabama.....	1
19) Other.....	62
Web Hits.....	2,796

Exhibit H.2 • Phone and Web Site Responses to Newspaper Ads

Phone & Web Site Responses to Newspaper Ads											
Year	2004	2003	2002	2001*	2000*	1999*	1998*	1997*	1996*	1995	1994
Totals	928 *2,796	396 *2,575	1,191* 1,174 [#]	1,040	729	537	876	567	2,536	3,996	1,888

* CERRA Web site access * CERRA phone access

EXPO Participation Rates of Districts and Applicants

	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990
# Districts Attending	54	57	50	64	61	59	59	54	54	49	43	52	55	64	59
% of SC districts	63%	67%	58%	74%	71%	69%	69%	63%	63%	54%	47%	57%	60%	70%	65%
# EXPO Applicants	928	1,080	1,242	1,283	729	332	421	493	752	721	870	791	1,119	848	371

Exhibit H.3 • EXPO Participation Rates of Districts and Applicants

TEACHER RETENTION AND QUALITY

Exhibit I.1 • Santa Cruz Mentoring List

School District	Region	# trained in Santa Cruz Model	# trained in Cognitive Coaching Foundations
Aiken County	Region 2	42	3
Allendale County	Region 2	0	2
Anderson 1	Region 1	1	1
Anderson 5	Region 1	0	2
Bamberg 2	Region 2	1	1
Barnwell 19	Region 2	0	1
Barnwell 29	Region 2	2	0
Beaufort County	Region 5	0	8
Berkeley County	Region 5	0	4
CERRA Staff	Region 3	10	9
Charleston County	Region 5	0	4
Cherokee County	Region 1	1	0
Chester County	Region 3	23	0
Clarendon 1	Region 4	0	1
Clarendon 2	Region 4	1	1
Clover (York 2)	Region 3	1	0
Darlington County	Region 4	1	5
Dillon 2	Region 4	1	0
Dorchester 2	Region 5	0	1
Dorchester 4	Region 5	1	0
Fairfield County	Region 3	1	0
Florence 4	Region 4	1	1
Fort Mill (York 4)	Region 3	3	0
Furman University	Region 1	2	0
Greenville County	Region 1	4	2
Greenwood 50	Region 2	0	1
Greenwood 51	Region 2	1	0
Hampton 1	Region 5	1	0
Horry County	Region 4	4	2
Jasper County	Region 5	0	1
Kershaw County	Region 3	1	1
Lancaster County	Region 3	15	1
Lander University	Region 1	1	0
Laurens 55	Region 2	1	5
Laurens 56	Region 2	0	2
Lee County	Region 4	4	0
Lexington 1	Region 3	1	0
Lexington 2	Region 3	1	6
Lexington 3	Region 3	1	0
Lexington 5	Region 3	0	1
Marion 7	Region 4	0	2
Marlboro County	Region 4	39	0
Newberry County	Region 2	1	0
Oconee County	Region 1	1	0
Orangeburg 3	Region 2	3	1
Pickens County	Region 1	2	0
Richland 1	Region 3	1	2
Richland 2	Region 3	30	30
Rock Hill (York 3)	Region 3	7	2
Saluda County	Region 1	1	0
SDE-DTQ	Region 3	1	14
Spartanburg 2	Region 1	15	1
Spartanburg 3	Region 1	1	0
Spartanburg 6	Region 1	7	1
Spartanburg 7	Region 1	0	1
Sumter 2	Region 4	1	1
Sumter 17	Region 4	1	1
Union County	Region 1	1	1
USC	Region 3	0	1
USC-Aiken	Region 2	1	0
USC-Spartanburg	Region 1	1	0
Winthrop University	Region 3	3	0
TOTALS:		243	123

Trained during 03-04

*150 89

* Santa Cruz training dates included
December 03, May 24-25, June 14-15, June 29-30.

WHAT WE'VE ACCOMPLISHED: NATIONAL BOARD CERTIFICATION® IN SOUTH CAROLINA

Exhibit K.1 • National Board Proviso

2003-2004 National Board Proviso

1.78. (SDE: National Board Certification Incentive) Public school classroom teachers or classroom teachers who work with classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards shall be paid a \$7,500 salary supplement in the year of achieving certification. Teachers employed at the special schools shall be eligible for this \$7,500 salary supplement. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Of the funds appropriated in Part IA, Section 1, XIII.A. for National Board Certification, the State Department of Education shall transfer to the Center for Teacher Recruitment the funds necessary for the administration of the loan program. In addition, teachers who are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board Certification. National Board Certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status. Their recertification cycle will be consistent with National Board Certification.

Provided, further, that in calculating the compensation for teacher specialists, the State Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification.

Exhibit K.2 • National Board District Comparison

Comparison of SC District NBCTs to State Totals				
State	2002-2003 NBCTs	Total NBCTs	Total SC District Personnel	Percent of NBCTs per District
New Hampshire	0	6		
District of Columbia	2	9		
North Dakota	4	17		
South Dakota	6	19		
Montana	5	36		
Nebraska	3	37		
Maine	12	49		
Wyoming	15	49		
Utah	17	53		
Alaska	12	54		
Hawaii	28	58		
Vermont	17	65		
New Jersey	16	67		
Beaufort County	-	69	1,234.9	5.6
Oconee County	-	68	776.5	8.8
Anderson 5	-	69	777.6	8.9
Georgetown County	-	73	761.8	9.6
Pickens County	-	75	1,048.2	7.2
Dorchester 2	-	80	1,101.0	7.3
Horry County	-	89	1,997.8	4.5
Connecticut	21	91		
Tennessee	28	91		
Lexington 1		96	1,285.4	7.5
Oregon	32	101		
Berkeley County	-	105	1,724.0	6.1
Indiana	16	105		
Richland 1	-	118	1,996.6	5.9
New Mexico	13	121		
Pennsylvania	43	123		
York 3 (Rock Hill)	-	123	961.7	12.8
Lexington 5	-	139	1,088.5	12.8
Rhode Island	33	141		
Texas	38	141		
Kansas	40	147		
Michigan	17	148		
Nevada	38	148		
West Virginia	63	151		
Colorado	37	173		
Arkansas	59	180		
Arizona	41	187		
Wisconsin	70	196		
Missouri	58	198		
Delaware	45	207		
Charleston County	-	231	3,003.0	7.7
Greenville County	-	248	4,056.1	6.1
Richland 2	-	254	1,259.3	20.2
Minnesota	23	261		
Idaho	22	312		
Louisiana	169	337		
Maryland	117	337		
Washington	130	346		
New York	107	395		
Massachusetts	50	409		
Iowa	37	422		
Kentucky	189	539		
Virginia	136	550		
Alabama	181	633		
Illinois	254	824		
Oklahoma	226	859		
Georgia	514	1,323		
Mississippi	303	1,765		
Ohio	383	2,174		
California	687	2,643		
South Carolina	869	3,227		
Florida	1448	4,941		
North Carolina	1524	6,642		
TOTALS for all states	8,199	32,134		

Exhibit K.3 • Number of Teachers with National Board Certification by Cerra Region

Number of Teachers with National Board Certification by CERRA Region

